PERSONAL

Ted Wragg

Ever since a secretary typing a letter to a rather strong-minded university bursar began it, "Dear Bursar", I have realized that misprints can sometimes reveal a version of the truth that eluded the original.

I once had a secretary who occasionally gave the ⅔ key a glancing blow at some crucial point and produced gems like "Thank you for your ⅔ helpful reply," or "I am sure you will find him a ⅔ good candidate". When a piece I wrote about the DES being a secret palace came out as "secret police", I left it in as it seemed more apt. The new generation of Freudian typewriters obviously knows things that we mortals do not.

That is why I was curious to know the truth behind a *Guardian* misprint which announced: "A report that Dir Keith Joseph, the Education Secretary, was prepared to resign to make way for new blood in the Cabinet was dismissed emphatically by sources within the Department of Education and Science yesterday".

Apart from an immediate reaction that any kind of blood, never mind new blood, would be welcome among the crop of weeds currently masquerading as our leaders, who or what, one wondered, was Dir Keith Joseph? The rest of the paragraph, which merely reported that Mr Norman who-the-hell-he-Lamont was tipped to succeed him, offered no more clues. I always thought Morecame and Wise were the hottest favourites, but that is by the way.

Meanwhile, linguistics experts have been working round the clock to puzzle out hidden meanings. The possibility of it really being *Dire* Keith Joseph was soon ruled out, as Old Frizzy Bonce has been dangerously near talking sense on one or two occasions recently, and went through his most *Dire* phase about a year ago.

The most plausible explanation is that it is a dig at the present Government's heavily repressive, authoritarian stance towards education. According to this view Dir could be an abbreviation for "dirigiste" or "directive". More likely, however, is the theory that it is really the German definite article *"Der"* as in *"Der Kaiser"*, and thus represents the pompous, officious German-twit stereotype so beloved in children's comics.

Above five years ago teachers in Germany were threatened with dismissal if they used any textbook not on the approved list or made up a workcard which had not been officially vetted. Der Keith's greatest autocratic triumph was forcing the Social Science Research Council to change its name to Economic and Social Research Council for no apparent reason other than pure whim, the kind of monumental achievement which had champagne corks popping nowhere at all and has only been good news for the letterhead printing industry.

His apprentice sidekick, Junior Minister Der Bob Dunn, or is it Der Bob Duck, the memory plays cruel tricks with these nonentities, has fortunately been a failed authoritarian. However, whereas Herr Duck has been singularly unsuccessful in imposing his one, for want of a better word, idea, namely the reintroduction of the 11-plus, another junior minister, Der Peter Morrison, this time in the Department of Employment of all places, is beginning to show a much better batting average.

Der Punitive Pete is one major reason why I cringe at the prospect of the Manpower Services Commission getting a stronger grip on the curricula of schools and colleges. He began his career as a creative curriculum thinker by trying to censor political education, and has since unilaterally closed down the MSC Broadcasting Resources Unit which would have sponsored radio and television programmes to support teachers working on YTS and other MSC schemes. That – by comparison – imaginative and sensitive curriculum developer, Der Norman Tebbit, had originally established the unit.

Worse is to come. Der Punitive Pete and the MSC have now been given 25 per cent of further education to control. I wonder whether local authorities and colleges fully realize that a quarter of what has traditionally been their own work will now be firmly under the heel of Pete and his pals, who by all accounts know even less about education than Herr Duck, if that is at all possible. Since it will be the first time this hapless crew of rookies has handled a significant chunk of the education system I offer this helpful little glossary of useful terms, and a few tips about what to say and how to avoid gaffes.

F. E. College (pron. "effee kollidge"). A place of learning for older students. Say things like, "May I talk to some of the staff responsible for YTS work?" rather than, "Do the children get house points for neatness?"

Curriculum (pron. "kurrikyulum"). All that is studied and learned in the college. Try openers like, "Tell me about your social and life skills courses". Avoid, "How many schols in classics are you hoping the sixth will pull off this year?"

Lecturers (pron. "lekchurerz"). People who teach in colleges. Avoid saying, "Do you chaps teach things like bricklaying?" "How manny people do A level plumbing?" or "Ve hev vays of making you teach vot ve vant".

Students (pron. "styudentz"). People who learn in colleges. Say, "May I meet the students doing robotics?" Avoid, "I am from Der MSC and Der Pete orders you to put all punks in detention", or, "Are those yobs in leather jackets clutching their motorcycle helmets an advance landing party of invading Martians?"

DIARY

Growing old on student politics

A week in the West Country. First to Bristol University Students' Union where I debate the Higher Education Policy of Her Majesty's Government in a 1930s Odeon ambience, all fluted pillars and dimmed lights.

There is little need for me to say much, as the opening speakers are student politicians and quite able to conduct the debate on their own. On my side is Tommy Shepherd, a practised politician on the executive of the National Union of Students, with an impressive grasp of both the statistics and the arguments.

His opponent is a Welsh young fellow by the name of Spalding, an aspirant (though not hopeful) Conservative president of NUS, who doubles as research officer to Sir William van Straubenzee, the Commons Select Committee chairman.

On inquiry, I am told that the NUS has aped a continental habit which I never much favoured. It seems it is now possible to go on being a student politician in Britain for as long as seven years after ceasing to be a student. I remember being sent on a round of international conferences in my (genuinely studying) student days, and finding myself an uneasy juvenile amid a milling throng of 40 and 50-year-old Scandinavian and Germanic "youth".

Happily, we haven't gone quite this far yet. The experienced political heads of Mr Shepherd and Mr Spalding are still on comparatively stripling shoulders.

In spite of the elite, sub-Oxbridge composition of Bristol University (the most eloquent student wins a bottle of champagne after each debate), I think our side won; but I'm not sure; we were whisked back to Paddington before we could find out, prudently fortifying ourselves with pub sandwiches and warm lager on a restaurantless train.

I was pitted against a Mr Walden – not Brian, the increasingly Thatcherite ex-Labour MP and London Weekend Television pundit, but a new one to me – George Walden, Conservative MP for Buckingham, and a trifle less sparkling than Brian.

He is one of a number of diplomats who have sought excitement in the Commons after the boredom of the Foreign Office, where George had been immersed in both the Soviet Union and David Owen's private office. The log jam of Commons diplomats, however, has driven him to become an education "specialist". He now serves on Sir Wm van S's Select Committee, where he is preparing to give of his wit and wisdom to the nation on the subject of primary schools.

Ralph (James Aubrey) and Piggy (Hugh Edwards) in *Lord of the Flies*.

Spectral schoolboys on the train

Now that Bristol is scarcely an hour away from London by train, it's hardly the West Country any more. So a few days later, I go in search of the real thing on a long-standing engagement to address the unmassed ranks of Dorset's socialist teachers. It seems little has changed since Tolpuddle days; it's not a part of the world where it's wise to profess socialism in public or, indeed, to disagree with your commanding officer.

The train is invaded at Southampton by young, uniformed subteens, off to play soldiers for the weekend. I suddenly see where William Golding (a fellow chalkface worker in the 1950s, I at King Edward's, Southampton, he at Bishop Wordsworth's, Salisbury) found his characters for *Lord of the Flies*. There's Jack practising his verbal sadism against any littlun foolish enough to come within earshot, Piggy skulking by the toilet and Simon brooding miserable beyond him. I feel a chill in my spine, witnessing fear and militarism alive and well in Britain as we rattle across the New Forest into Christchurch and Pokesdown.

Dry rot in plank

There's worse to come. I had always thought that, for all their acts of desecration, it would be difficult for the present government to destroy the central plank of the 1944 Education Act – the provision which made it illegal to charge fees in any school grant-aided by public funds (except in direct grant-aided schools – another story).

I find the plank in Dorset already beset with dry rot – at one grammar school, I am told, a £50 contribution for books is *de rigeur* to the point where parents who can't pay think twice about sending their children there.

It was from Bournemouth that Sir Keith Joseph was leaked CND material being used for examination questions, of which he has made so much of late in his outbursts against peace studies.

The questions seemed to me more balanced than much of the Ministry of Defence-funded material which arrives unsolicited in schools; and it says much for Miss Jean Bisgood (the Dorset education Chair and a survivor from pre-Thatcher days) that the education committee has remained relaxed about the whole episode.

Miss Bisgood is an eminently honest educationist. It was she who admitted to the Select Committee two years ago that, much as Dorset would have liked to protect the schools with a "curriculum-led" staffing policy, the county had discovered it was spending far too little even to attempt such an exercise. I am sorry she has decided the time has come to retire from the fray in the summer; I met some who feared her successor could usher in a regime less comfortable for the teachers of Dorset.

Miss Jean Bisgood Dr George Tolley

Early closing

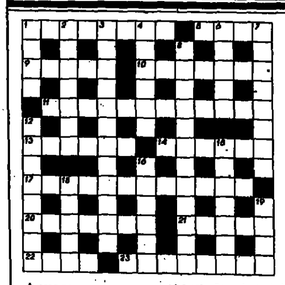
I am taken to task by my old friend, Dr George Tolley, in the letters page last week for writing epigrammatic nonsense ("education has an open curriculum, training a closed one"), finding sticks with which to beat the Manpower Services Commission and demeaning work. Serious charges. I wasn't demeaning work, just suggesting that youngsters should be allowed to make their own minds up in their own time about the lifestyle they wanted to pursue; and however much the MSC may be a welcome release for some youngsters from schools where they've been made to feel failures, they still deserve some real education – a space in their lives which their "clever" university contemporaries take for granted.

By dint of pressure from the education lobby, many TVEI courses in our schools have an "open" element – a chance for the pupils to discuss the social and political implications of the training they undergo. If such an element existed on YTS courses, I would be cheering on the sidelines and apologizing to the MSC for every rude word I've ever said about them.

But it doesn't; and every time there is even a suggestion of political discussion on YTS, a minister goes beserk and promises it won't happen again. Raw training without education may prepare youngsters for some jobs better than schools; but it short-changes them as citizens.

Christopher Price

No 146 CROSSWORD by Rufus



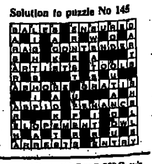
Across

1 Press men in China (8)
5 Repeat after some reflection (4)
9 Gout's disrupting one's zest for life (5)
10 One way to keep the dirt down (5, 2)
11 Forbidding places? (7, 5)
13 Traces wrongly directed supplies (6)
14 Look for plants in a school (6)
17 You may like a nip from this dog (5, 7)
20 O'ren's command (7)
21 Getting in a wild pet is silly (5)
22 Corporation band (4)
23 Cheer up when the right man is about (8)

Down

1 Turn up the gas-ring to cook it (4)
2 Attack by a saint about one who became one (7)
3 Are they found in literary haunts? (5–7)
4 It could get Charon in a fix on the Styx (6)
6 Study on leave in Africa (5)
7 It comes in to fight on the other side (8)
8 Making another gift – on one's behalf? (12)
12 Cuts out a ballet movement (8)
15 Are moving home, it must be serious (7)
16 An article to be followed (6)
19 Pakistan's greatest current asset (5)
19 Public school of rising reputation (4)

Solution to puzzle No 145



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LIBRARY

THE TIMES

Educational Supplement

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Authorities allow for 3–5 per cent increases in payroll budgets

Teachers get ready for a drawn-out salaries battle

by Richard Garner

Local education authorities have budgeted for between 3 and 5 per cent increases in teachers' pay this year – but union attitudes are hardening in the present deadlock.

According to unpublished figures collated by the employers, a significant minority of Conservative-controlled authorities have allowed for 3 per cent. A couple of l.e.a.s have set aside cash for 5 per cent, but the vast majority have budgeted for somewhere in between the two figures – around 4 per cent.

Evidence reaching the teachers' unions tallies with these figures. According to the National Union of Teachers, which has received information from about 70 authorities, most have allowed for between 4 and 4.5 per cent.

However, teachers' union leaders argue that they do not know how many of these authorities have extra cash tucked away in reserves to top up teacher's salaries if it becomes necessary.

Meanwhile, union leaders are being urged to sanction industrial action which would disrupt next term's examinations as anger swells among teachers over the 3 per cent pay offer to the profession.

The employers were meeting last night with the intention of improving their 3 per cent pay offer. However the mood of the teachers has hardened so severely over the last week and it is being confidently predicted that they are unlikely to be satisfied by anything but a substantial improvement.

In an almost unprecedented display of unity from teacher's organizations, it looks as though strike action by the three largest teachers' unions could be on the cards next term.

An offer of 4.5 per cent which might just have proved acceptable last week might now fail to persuade union leaders, who meet today to plan their strategy, to call off their planned action.

This week saw industrial action throughout the country by members of the 119,000-strong National Association of Schoolmasters/Union of Women Teachers – culminating in a half-day strike on Wednesday in all the authorities where schools had not packed up for the Easter holidays. In Sheffield, it led to Mr Mike Bower, chairman of the education committee, writing to the Association of Metropolitan Authorities urging it to support sending the teachers' claim to arbitration.

Mr Nigel de Gruchy, deputy general secretary of the NAS/UWT, said: "What has surprised us is the number of calls we have received from around the country to clobber the examinations next term.

"Obviously, this action could not be taken without careful consideration being given to it by the union's conference and executive – but it does show the strength of feeling of our members about the pay offer."

Members of the association's national action committee will meet next Tuesday to discuss what recommendations to put to the annual conference of the union the week after – and on the cards is an escalation of strike action.

Leaders of the NUT have also agreed on a comprehensive package of proposals of industrial action, which will be put to its annual conference at Blackpool over Easter.

These include a one-day national strike in May – possibly May 9 – with the possibility of further extended strike action later in the term.

Mr Doug McAvoy, acting general secretary of the NUT, said his union had also received calls for support for action which would disrupt examinations – but the executive had set its face firmly against this.

Leaders of the Assistant Masters and Mistresses Association were predicting there would be a call for a withdrawal of goodwill.

The National Association of Head Teachers has advised members to do nothing which would undermine the effectiveness of their teachers' action. And at their annual meeting on Sunday, Secondary Heads Association members supported rejection of the 3 per cent pay offer.

Living history: local veterans examine some military mementoes on display at the Bishop's Castle County high school in Shropshire. The one-day exhibition at the comprehensive held last Tuesday drew on items and resources from local history including pupil projects from the special studies history course.

Picture: Janine Wiedel

OU relegates role of broadcasting

by Mark Jackson

Open University broadcasting will be cut back next year. It is likely to be the start of a sharp reduction over the next three years in the role of radio and television as the OU's main vehicle of instruction.

The BBC has already started reducing the amount of material under preparation for the OU as part of the economies forced on the university by the Government's cut in its grant to the university this year.

Although the university is only lopping around £700,000 off its £10m a year broadcasting budget, the cut will have a disproportionate effect on programmes because a large part of the budget goes on overheads which cannot be trimmed quickly.

But with bigger reductions in the Government grant to come next year and the year after, the OU is seeking discussions with the BBC as to how broadcasting arrangements can be reorganized so as to achieve more effective savings.

The crisis over broadcasting costs has given new urgency to the OU's need to reach a decision about whether audio and video cassettes can replace radio and television. It is known that more than half the students have access to a video recorder.

Professor David Murray, the OU's pro-chancellor (academic), told *The TES* this week that reducing reliance on broadcast programmes was one of the options confronting the OU.

Fight cuts, students urged page 9

Accountants find l.e.a.s yardstick

by Nick Wood

A new formula for measuring how well local education authorities are running their schools and colleges has been produced by public sector accountants and educational administrators. The results could be used to draw up a league table of l.e.a. performance.

A report from the Chartered Institute of Public Finance and Accountancy, released today, says every l.e.a.'s performance can be boiled down to an educational balance sheet made up of seven key indicators.

These are: pupils receiving free meals as a percentage of the total school rolls; the pupilteacher ratio; the gross cost per pupil; school occupancy rates; admissions appeals per 1,000 pupils; exam results, and the percentages of 16-year-olds staying on at school or going into further education, training or employment.

The report, by a research group of local authority officers, says that the first indicator is the best measure of an education authority's social and economic context. The rest show whether it is giving value for money.

The group, which was chaired by Mr Tom Hinds, deputy chief education officer for Cambridgeshire, says the report is intended to contribute to the public debate about educational performance and standards.

"We see the purpose of the indicators as succinctly but adequately to sketch the education provision made by each l.e.a. to all those with a serious interest in influencing the resources allocated for that provision.

"For this reason, the indicators must be 'credible' in meeting 'lay' interest and 'technical' managerial interest."

The report discusses each of its seven recommended indicators in turn, in each case spelling out the light they shed on educational resources and results, efficiency and pupils' backgrounds. Some indicators, notably that dealing with exam results, will require further refinement, it says.

Mr Phillip Ramsdale, a CIPFA assistant secretary and a member of the 14-strong research group, said that the indicators had been drawn up to help people make the best use of the institute's statistics and to open up debate about whether it was coming up with the right kind of data.

But there was no doubt they could and would be used for making comparisons between authorities and within authorities over time, he said. Precisely how this was done would depend on the weighting each indicator was given in arriving at a total measure of l.e.a. performance.

The CIPFA report is being issued as a discussion document. The institute wants comments back by the end of July.

Performance indicators in the education service. Published by CIPFA, 1 Buckingham Place, London SW1.

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TIMES PAST
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Getting back on the rails?

The failure of last week's teachers' salary negotiations had more to do with muddle and incompetence than obduracy. This week the conciliators have been at work. Sir John Wardle, the chairman of the Burnham Committee, called the two sides together after very plain prompting from Doug McAvoy, the acting leader of the teachers' side and with the encouragement of the employers.

The formal refusal of the management panel to raise their initial offer of 3 per cent had not prevented informal, "without prejudice", discussions which indicated that the employers would eventually go to 4 per cent plus, the only question being how big the plus would be. As for the teachers, it was equally obvious that their chances of getting much more than the Scots (who are balloting on 4.5 per cent) and the local authority manual workers (who settled for 4.5 per cent) were remote. By the same token, it was plain that it would be extremely difficult for the teachers to settle for less than a "going rate" of this order.

What seems to have happened last Tuesday was a failure on the part of the management panel to make positive moves towards a settlement till too late. By the time the authorities were prepared to talk of 4 per cent, the teachers' panel was losing patience and attitudes were hardening. By the end of the day it was not certain that an agreement could have been achieved even at 4.5 per cent, the effective upper limit of plausible expectation. And, of course, it is of the nature of Burnham negotiation that the employers are extremely reluctant to raise their offer till the outline of an agreement is clearly visible. Having missed the magic moment, the two sides ended in a wrangle over the claim which might be submitted to an arbitrator, and fearing (perhaps unnecessarily) that an arbitrator would simply split the difference between a claim of 12.5 per cent and an offer of 3 per cent, the authorities decided to call it a day.

It is a matter of speculation why this was bungled yet again. When this happens it is often because of the complicated divisions inside the management panel. The Department of Education and Science representatives have on previous occasions found it difficult to respond with the speed and flexibility which ordinary negotiation procedures require. On this occasion it could well be that the DES has harboured the illusion that because the teachers hope to benefit by a generous restructuring agreement next year, they can be made to accept a bare 4 per cent this year. This may have made it harder for the local authority representatives to negotiate the extremely difficult transition from an opening offer of the 3 per cent figure which is enshrined in the Rate Support Grant to the ultimate 4.5 per cent which is demanded for parity with the Scots and the manual workers. But there is, in any case, no doubt about the difficulties the authorities face. Many of them have only budgeted for a 3 per cent settlement and have fought as hard as they can to keep their rates down. There is some force in the recurring threat that a bigger pay rise now could mean fewer jobs.

As the negotiators try again, it remains to be seen whether the circumstances of the breakdown have removed the basis of an agreement somewhere around the 4.4–4.5 per cent mark. The unions are said to be less willing to settle now than they were, but this may well be more forensic than real. It is not at all clear that there is anything they can do by taking industrial action which could force the employers to offer more than 4.5 per cent. What is obvious is that a bitter quarrel now could scupper the restructuring negotiations and deprive the teachers of a better deal next year. If, as seems likely, restructuring is the only key which can unlock some genuine "new money" for the teachers, it would be silly and self-indulgent to prefer the macho posturing of an industrial dispute to a compromise settlement which, while not by any means perfect, would get the teachers as much in 1984 as they can have had any reason to expect.

To complicate matters, the union conferences loom on the Easter horizon. In all probability it will not be till after Easter that a full meeting of Burnham can be convened and a deal be formally struck. Anything before that would be of a preliminary nature – the nudges and winks might well have been clear and unmistakable, but till the formal offer had been made and accepted, it would still be possible for the union conferences to take place without any definitive proposal to be ratified or rejected.

The union leaders are in a jam. Their radical critics will try to whip up opposition to any settlement at a realistic figure and use the conference to raise consciousness and emotions in readiness for a long dispute with the authorities. There is plenty of evidence from NUT and NAS/UWT members to show the strength of grass-root feelings. Today's meeting of the teachers' panel will have these matters very much in mind. Confident leadership could take a proposed settlement to the conference hall and force delegates to face the facts. But this would run risks it is hard to ask an acting general secretary of the NUT to take, and there will be no shortage of voices urging that somehow the issues should be fudged till after Easter.

Second opinion

Holding off the knee-jerks

Two weeks ago the London underground system was closed for a day in a strike to protest at plans to abolish the Greater London Council.

Newspaper polls show that a huge majority of Londoners are in favour of keeping the GLC. But it is difficult to believe that one single convert was added to the cause by a strike that caused widespread inconvenience and disruption. Indeed, that huge majority probably became a little smaller.

The sad, but true, fact is that sitting in a traffic jam at 6am with the car radiator boiling over, most people do not blame Mrs Thatcher or Patrick Jenkin. They blame the strikers.

How much more useful it might have been if the tube trains had been running normally and passengers had been handed leaflets explaining the arguments, which the strike failed dismally to put across.

In the light of some far more imaginative and effective methods of protest within the Labour movement, the all-out strike can on some occasions appear as an old-fashioned trade union knee-jerk reaction.

The National Union of Teachers thinks harder and takes longer before jerking its knee. But with pay negotiations at an impasse and more and more local authorities budgeting for teacher job losses, the threat of industrial action – and probably strikes – in the schools, is looming large.

There have traditionally been only three methods of protest open to the teacher unions: withdrawal of goodwill, no cover action, and strike.

All three, but particularly the last, hit parents and pupils particularly hard. Ironically – as the NUT belatedly adopts more positive equal opportunities policies – the people most inconvenienced by pupils being sent home are mothers, particularly those in salaried employment, but also those working at home.

Whom they blame – the local authority, the government or the teachers – is debatable. As some in the Labour Party leadership have pointed out to the Liverpool councillors, it takes some pretty sophisticated political education of the electorate to make them welcome protest action which makes their lives more difficult.

One of the most effective protests mounted in the educational sphere recently has been the campaign to save the Inner London Education Authority. It has been remarkably effective in uniting disparate forces – the left and the churches for example – and in carrying thousands of parents with it through public meetings, school open days, marches and literature explaining the arguments. It has also been an all-party campaign, a help in this case though by no means always so.

The involvement of parents has been the key factor of success in the Save ILEA campaign. (Industrial action by teachers, interestingly, has not been particularly warmly welcomed by the ILEA leadership.) Convincing parents of the teachers' case – over the national pay claim, individual local authority budgets and the education cuts generally – is the most urgent task for the NUT.

In Barking recently, striking teachers sent leaflets to every parent explaining their case, and certainly won parental support.

It is hard to see how the union can avoid taking some industrial action given the problems that beset it. Indeed, I believe the right to strike must always remain the ultimate weapon in the trade union armoury. But it will be that much more effective if parents have been told and understand the arguments, and ten times so if the parents, as they have been for the ILEA, are convinced enough to join the protest marches themselves.

David Lister

COMMENT

Making policy on the hoof

Last week's about-turn on the Inner London Education Authority proves, according to Mr John Selwyn Gummer, chairman of the Conservative Party, that this is "the listening Government".

Mr Gummer may come to regret those words. The pressure on ministers to reverse their decision to abolish the Greater London Council is growing – this week's tally of responses showed 91 in favour of scrapping and 882 for keeping it – and the House of Lords mounted a sizable mutiny against the Rates Bill on Monday. How loud does protest have to be before Nanny starts to listen?

Still, the Government deserves two cheers for recognizing, however belatedly, that it was on to a loser in its original plans for the ILEA.

In the short- and medium-term, however, the ILEA confronts an unholy mess which is entirely of the Government's making. First, as is now clear, the delay over the London authority's future means that three different administrations will be trooping in and out of County Hall in as many years. A recipe for administrative chaos – or, more probably perhaps, for a reluctant takeover by the officials.

While this rapid change of cast is taking place, rate-capping will force the authority to achieve a dramatic reduction in its budget. Getting the ILEA's spending down from its present £900m to the amount Environment ministers think it ought to spend is widely expected to take at least three years. Who will have the experience or authority to guide (and force) it through? Not borough nominees.

Rate-capping starts in 1985 and will be run from the Department of the Environment. But the Department of Education and Science will become directly involved in 1986. The White Paper *Streamlining the Cities* said the new joint boards would be subject to direct control on spending and manpower levels by the relevant department for the first three years. Those arrangements, meant to avoid a spending spree by frisky young authorities, will apparently still apply to the directly-elected body. But who needs direct controls *and* rate-capping?

This is the sort of muddle governments create when they make things up as they go along. It is hard to avoid the conclusion that, while local government comes low on the scale of ministerial preoccupations, education, as local government's largest service, rates lowest of all.

Du côté de chez Swann

Yet another research report examining the factors affecting performance in schools of different ethnic groups has apparently received a cool reception from some members of the Swann Committee (page 3).

The reaction that it revealed nothing new could well be right, but the episode reinforces the unfortunate picture of a committee with an ambivalent attitude to research in general.

The interim report of what was then the Rampton Committee was by common consent marred by the absence of adequate research findings to support its central contention that West Indian under-achievement in schools was caused by racism.

When Swann publishes its gloomily-awaited report this summer, it will by contrast have a number of research reports to draw on – or discard – but it does not now look likely that any of them will address squarely the central question of *why* many West Indians are under-achieving, by examining all the factors affecting performance, positive as well as negative, and including home backgrounds as well as potential racism in the school.

For powerful political and ethnic reasons the Committee ducked that issue when it decided not to go ahead with a project designed by Dr Peter Mortimore to do just that.

Lord Swann

Failure to commission research could not stop others embarking on their own, of course, and either publishing the findings or making them available to the committee – in either event making it necessary to take them into account if the final report is to be taken seriously. But to give the impression that certain areas of inquiry are too sensitive for the committee to handle, and to end up following rather than leading, does not inspire confidence.

A quart from a pint pot

One mild sentence in HM Inspectorate's long-delayed summary (reported last week) of the first six months of published reports says it all: "Curriculum developments are made more difficult where resources are restricted." The report is clear about the material effects of a long period of restricted resources – the decrepit and depressing buildings, serious shortages of books, quantities of apparatus and equipment nearing the end of its life. The overall picture, the Inspectors say, is "gradual deterioration with a few bright but many black spots".

There are also less tangible effects. The truism in the preface of all major educational reports since Bullock is that many great improvements can be made without extra resources. No doubt there are aspects of the Inspectors' demand for a fundamental rethinking of both curriculum and teaching methods in both primary and secondary schools which could be seen as coming into that category.

But the active teaching methods sought by the Inspectorate, with plenty of discussion, practical work, investigation and problem-solving in all areas of the curriculum do have their own resource implications. The "didactic" teaching that HMI has found in so many schools is partly the traditional way of delivering the exam goods to classes which, if much smaller than they used to be, are still quite large. But it is also partly a strategy to cope with declining and deteriorating stocks of the resources needed if pupils are to work more independently.

Furthermore, the whole-school planning and development work required by the Inspectorate need time and energy. When teachers are having to work beneath leaking roofs, patch and stretch scarce teaching resources, produce their own textbook substitutes and, in practical and science subjects, scrounge consumables and do the work that should be done by technicians, they do not have much of either to spare.

Outstandingly dynamic heads and teachers will always be able to blaze trails, by attracting more than their share of in-service provision and curriculum development funds, and by inspiring teachers to work at burn-out rates. Ordinary mortals need proper professional conditions to rethink and improve their work. The Inspectorate's published reports have made it clear that, in some authorities and individual schools, those conditions simply do not exist.

...no comment

"ERRATUM Page 18 paragraph headed 'Some Extra Costs', line 4: delete £15,000 substitute £50,000." *From Bucks County Council booklet on secondary reorganization.*

NEWS

Study on exams finds Asians most positive

by Diane Spencer

Youngsters of South Asian origin have a more positive attitude to school and exams than either white or West Indian pupils, and they find their parents more helpful with their education.

These are among the findings of a research project now being studied by the Swann committee investigating the education of ethnic minority children.

The committee is due to publish its long-awaited final report in the summer. At its last meeting members discussed how the findings could be incorporated into the report.

Some felt that the research had revealed nothing new, and urged that care should be taken in summarizing the findings. Pressure from Afro-Caribbean groups forced the committee 18 months ago to abandon a £70,000 project under Dr Peter Mortimore of the Inner London Education Authority, on factors affecting West Indian achievement. The groups thought it would concentrate on the family and home background.

Many black educationists argue that enough is known about that aspect. Instead, research is needed on teacher attitudes, racism and the impact of the curriculum on black children.

The latest findings are based on interviews with 1,500 pupils from nine schools in Bradford and Leeds in three phases over six years by Dr Gajendra Verma (also a member of the Swann committee) and Mr Brandon Ashworth, both from Bradford University. The final phase of the project was backed by the Department of Education and Science.

The study shows how levels of maternal and paternal interest, use of mother tongue at home, self-esteem, school attendance and attitudes, as well as social class affect English, Pakistani, Bangladeshi, West Indian and Indian children.

Other findings include:

- One in five Bangladeshi and Pakistani pupils says school is helpful in passing exams – about the same as whites – but only 1 in 10 West Indian-origin pupils believes the school environment helps; one in two children of Indian origin rates school highly.
- More than two out of three whites and South Asians see a strong link between passing exams and employment, compared with 40 per cent of West Indians, who said exams were little or no help in getting jobs.
- Only 44 per cent of West Indian children found their parents helpful in getting them through exams, compared with 60 per cent of whites and 70 per cent of Asians.
- Self-esteem was found to be important to educational success. Asians derived this from home and school, while West Indians looked to their peer groups.
- West Indian and white mothers had a greater influence than fathers on the children.
- Twenty per cent of West Indian pupils claimed they did not enjoy school at all, compared with 12.2 per cent of whites and 2.2 per cent of Indian.

The Swann committee will also be drawing on other research: a vast review of existing research by the National Foundation for Education Research has been completed, Professor Maurice Craft of Nottingham University has studied teacher training and minority languages, Professor John Rex's team at Aston University looked at multicultural education policies in four education authorities, Professor Nicholas Macintosh of Cambridge University has presented a paper on the IQ debate, and two independent researchers have investigated how all-white schools in six L.e.a.s are preparing pupils for a multicultural society.

And the school leaver survey showing exam results, commissioned for the interim report on West Indian pupils is being repeated. But this time only five education authorities took part because the London borough of Brent refused to cooperate. The earlier findings showed that West Indian children were five times less likely to get five or more O levels than whites or Asians.

Provided there are no big upsets, the committee is due to meet early next month almost for the last time, to consider the whole report. The 22 members – 13 of them have stayed the full course – have seen nearly all the contents, but in separate chapters.

NAB concern on I levels

A central definition of matriculation for higher education might be the only way to secure a proper general education in schools, it was suggested this week by Mr Christopher Ball (left), chairman of the board of the National Advisory Body for local authority higher education.

He expressed doubts that university and college admissions officers would trust a broader pattern of sixth form studies (to be introduced through 1 levels) as the equivalent of the more specialized pattern.

He endorsed the concern of Oxford University, which has told the University Grants Committee it fears that a broader pattern of studies would be seen mainly as appropriate to the less academic sixth-formers.

Speaking at a Cambridge conference on admissions to higher education organized by the National Institute for Careers Education and Counselling, he also suggested the time might have come to restrict students' freedom to choose courses and institutions – and the freedom of teachers to choose their own pupils.

In addition to a central definition of matriculation (to be framed by the Education Secretary), he suggested that more students could be directed towards their local institutions or that candidates could be distributed on a random basis between institutions offering the chosen course.

Such possible limitations struck one as "strange and unattractive", he admitted, yet one could readily see advantages in each.

Under-fives fund still flows

by Sarah Bayliss

The £2m "Under Five Initiative", intended to help voluntary organizations and charities, has been extended for a further six months by the Government.

At its annual conference last weekend at the University of Exeter, the Pre-School Playgroups Association was told by Mr Anthony Newton, junior minister at the Department of Health and Social Security, that the scheme was being extended to allow more take-up of the funds.

The scheme was announced in March 1983, but in most cases cash did not reach local groups until Christmas. Now cash will be available until September 1986. Mrs Jenny Mauger, a member of the PPA's National Executive and chairperson of the PPA's panel for distributing Initiative funds, said playgroups had already received about £20,000 and a further £40,000 was expected over the next two years.

A limit of £500 has been set for each application to help as many playgroups as possible. Many grants were spent on emergency repairs to buildings, the provision of storage cupboards but also on rents and salaries. "The longer the scheme goes on, the better. We've had absolutely no trouble in spending the money and we can see no slackening in demand," she said.

The PPA also received a one-off grant from the scheme to fund a "parent-pack", describing how playgroups worked and how they could be set up.

Mr Newton told the 1,600 people present that he was aware that involvement in playgroups could lead parents into training courses and, ultimately, into new careers.

The PPA, which is still waiting to hear what its national grant from the DHSS is to be this year, was urged by the minister to continue to seek funds from other sources and to raise as much cash as possible.

Mrs Moira Maclean, a speaker from Scotland, described how her work as a prison visitor had led her to set up a PPA-style training course for fathers in prison.

Parents tell Redbridge to make schools fully comprehensive

Parents have once again rejected a Conservative-controlled council's plan to extend selective education, *Biddy Passmore writes.*

A Harris Poll commissioned by the London borough of Redbridge asked parents if they wanted to return to a fully selective system (involving an increase from two to four grammar schools) or if they wanted simply to keep the two grammars.

But the majority – 53 per cent – of the 7,000 who replied wanted neither. They preferred a fully comprehensive system, with 5 per cent expressing a preference for a sixth form college.

Only 15 per cent opted for a fully selective system and 26 per cent for the status quo. Mr John Ramsden, chairman of the education committee, had said he would reconsider if neither of his preferred options gained support.

Officials are now drawing up a report in the light of the poll which will be discussed by the schools subcommittee at the end of the month.

Meanwhile, opposition is growing in Stroud to Gloucestershire County Council's plan to replace two single-sex grammar schools with one mixed grammar instead of introducing a comprehensive system with a sixth form college.

The reorganization scheme, prompted by falling rolls, was passed by only one vote by the education committee and may still be overturned at or before the full council on May 2.

16-plus science uniformity

Ministers are seeking greater uniformity among combined science courses leading to the proposed new exams at 16-plus.

They are also insisting that the guidelines for these courses should be in close agreement for those relating to the separate sciences of physics, chemistry and biology.

Sir Keith Joseph, the Education Secretary, and Mr Nicholas Edwards, the Welsh Secretary, are critical of plans put forward by the exam boards. They say their approach is "likely to lead to an excessive divergence of practice.

They suggest that combined science syllabuses should preserve "a proper balance" among elements drawn from the single sciences.

Sir Keith, in a letter to Sir Wilfred Cockcroft, chairman of the Secondary Examinations Council, says all science exams should have a range of exam papers tailored to candidates' abilities, assess experimental skills by a practical test in the lab and lay stress on applications.

Certifying standards urged

by Biddy Passmore

Grouped school leaving certificates and higher pay for mathematics teachers were urged this week by the man whose research provided much of the impetus behind the drive to raise standards announced in January by Sir Keith Joseph, the Education Secretary.

Professor Sig Prais, who has conducted comparative studies of vocational training in Britain and West Germany, told a Lords select committee on Wednesday he thought the Government's timetable was too slow.

In a memorandum to the subcommittee which is looking at vocational training in the EEC, he said: "Are we not taking too much time working out everything as if 'from first principles', when examples from abroad would provide short-cuts?

"Has adequate thought been given to the establishment of 'curriculum centres' and 'model schools'? Nationally-recognized 'grouped school-leaving certificates' (as for the old matriculation requirements) should be introduced to encourage school attainments in a basic core of subjects – which must include mathematics – and should be issued at various levels of attainment."

(The Government favours the introduction of a grouped certificate but has so far done nothing about it.)

He also suggested that the shortage of mathematics teachers should be resolved finally by raising their relative salaries.

Professor Prais's research at the National Institute of Economic and Social Research did much to confirm the Education Secretary's view that standards could be raised here. He found that two-thirds of the German workforce were vocationally qualified, compared with only a third in Britain, and that school-leavers' attainments in mathematics were generally much higher, especially in the lower half of the ability range.

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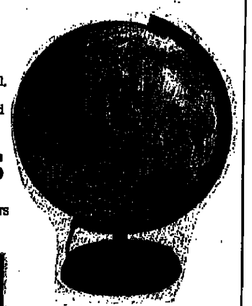

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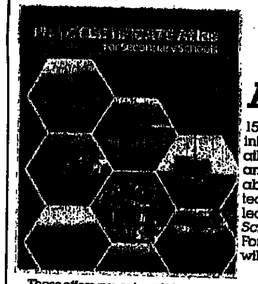

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TES1

Arts and social science courses . . . high vocational relevance

Higher percentage of students in Britain than in many countries take science degrees

The arts come out fighting

Faculty deans from all over Britain have produced a hard-hitting response to the call by the UGC chairman Sir Peter Swinnerton-Dyer for more good students to be channelled to science-related courses. And, as Martin Milligan explains, their reply is a landmark in the process of a growing common front among the universities.

Among the many letters now pouring in upon Sir Peter Swinnerton-Dyer, chairman of the University Grants Committee, in response to his letter to universities of last November, there is one which must stand out for two reasons.

The first is that it comes from somewhere nearer the grassroots of university life than many of the communications he receives, and the second is that it is not a letter from a particular university, but an inter-university letter.

It is signed, in fact, by more than 50 deans or their equivalents from faculties of arts and of social studies in 30 universities and university colleges from Aberdeen and Dundee to Southampton and Swansea. There are several signatures from Oxford, though none from Cambridge; few from London, but many from the northern universities.

Collective, inter-university action of this kind is unprecedented. It is a response to what is seen as the unprecedented dangers now threatening universities.

Further major reductions in resource per student with a "no replacement" rate for university staff during the next five years; large scale compulsory early retirements of staff without the kind of financial compensation offered during the past two years; the total closure of some institutions of higher education and the removal of support for research in others; and a requirement of universities to rely increasingly on private funding, are all clearly indicated as serious possibilities for the next decade in Sir Peter's letter.

He invites universities to consider how to meet the Secretary of State's desire for greater vocational relevance in higher education, and also his desire that more good students should be switched from arts-related to science-related courses. Worst of all, Sir Peter asks universities to accept as inevitable a fall of from 15 per cent to 20 per cent in student numbers over the next decade, because of the fall in the birth rate during most of the seventies.

In their letter, the deans reject this whole prospect. They argue that reliance on private rather than public funding is likely to decrease rather than increase universities' freedom, and that in any case universities in this country are bound to remain overwhelmingly dependant on public funding. Recognizing Britain's present economic difficulties, they nevertheless contend that it is wholly proper, especially during a period such as the next decade for which economic growth is predicted, to spend increasing amounts of public money on universities and other institutions of higher education, because of both the vocational *and* the non-vocational relevance of what they have to offer.

(As regards vocational relevance they point to the trend among employers increasingly to look for graduates, and specifically to the expectation of the DES itself that more graduates will be required for the teaching profession within the next five years).

They also argue that predictions of a large fall in demand for student places are likely to prove, to say the least, greatly exaggerated.

In all this, the deans' response is quite similar to those of many individual universities. But there are some special features of their letter.

One is their emphasis on the desirability of opening up universities in an unprecedented way to older students "both to the sources of thousands of exceptionally able people who drop-

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nally dropped out of the education system before they were able to apply for university places, and also to some who have already enjoyed a period of higher education, but who are in need of refresher or re-orientation courses."

They add: "At a time of high unemployment, some of it due to the outdating of knowledge and skills, this would not be as costly to the community as it might be at other times and it seems to us to be both an economic and a moral imperative.

"An adequate response to this imperative could help to correct one of the serious deficiencies of university life up to the present – the too narrow range of social background and experience represented in the student population."

A second special feature of their letter is their response to the proposal to encourage more students to switch from arts to science. They cite a recent study (reported in the appendix to volume 10 of the Leverhulme Studies on higher education) of the distribution of students among disciplines in different countries, which has come up with the conclusion that "the British percentage of university students enrolled in courses leading to degrees in science and technology (engineering courses) was significantly higher throughout the seventies than in virtually all other Western European countries and the United States (close to 40 per cent in the UK as against 20 to 30 per cent elsewhere)."

Collective, inter-university action of this kind is unprecedented. It is a response to what is seen as the unprecedented danger now threatening them...

They suggest that this emphasis on science and technology as against the arts and social sciences is not new but old; that it has not been successful in its aim of markedly improving British economic performance, and that the production of large numbers of scientists and technologists with little knowledge and understanding of the arts or the social sciences is dangerous.

But the deans do not just argue for more arts and less science. "What our community greatly needs is a much larger number of people reasonably educated in *both* arts-related *and* science-related subjects, and we therefore suggest that...the introduction of some science teaching as a subsidiary and, perhaps, optional element into first degree arts courses, and the introduction of some arts and social studies teaching on a similar basis into science courses, deserves to be seriously considered."

They combine this suggestion with a welcome for the idea of broader sixth-form curricula (signalling, perhaps, a significant shift in university opinion on this matter), with the possibility this would provide for more school students to continue with science, arts and social studies right through school.

The deans argue at the same time, however, that even as they stand university arts and social studies courses have both high vocational relevance – unemployment among arts graduates is not significantly higher than among science graduates – and a social and cultural value such that it is of the greatest importance to society at large that more and more people should be given access to them.

A third very distinctive feature of the deans' letter is that, at a time when the Government has been thinking of shortening degree courses, they set out a case for four-year rather than three-year honours degree courses, which they ask should be given serious consideration, for implementation in the early nineties.

"The knowledge explosion", they say, "is no empty phrase: during the last 30 years or so the rate at which knowledge has expanded has been so great that it has become extremely difficult simultaneously to give students some sense of the history of their subjects and to bring them abreast of the current state of their subjects within three years."

They relate this to their acceptance of broader sixth-forms, pointing out that in Western Europe and North America where school curricula are already broader, first degree university courses generally last for four or more years. They also relate this to their own desire for broader university courses, not only to allow for *more of* an arts-science mix, but also to allow students to become acquainted with a wider range of disciplines within their own faculties.

"It remains absolutely essential that universities should primarily produce specialists, but the broadenings of which we have been speaking are increasingly required by the specialisms themselves; and since there is simply not room for both the breadth, the universality, and also for the specialization which is proper to universities within the constraints of three-year first degree courses, we believe that their replacement cannot be much longer delayed without serious damage to our work."

The deans see this proposal as complementary to, rather than incompatible with, their proposal to open up the universities to more mature students, some of whom, they admit, may only want and need short courses, but many of whom will have been away from formal education for a long time.

The deans see their letter as only the first small step in a process whereby universities will come closer together to work out coordinated responses to common problems and national needs.

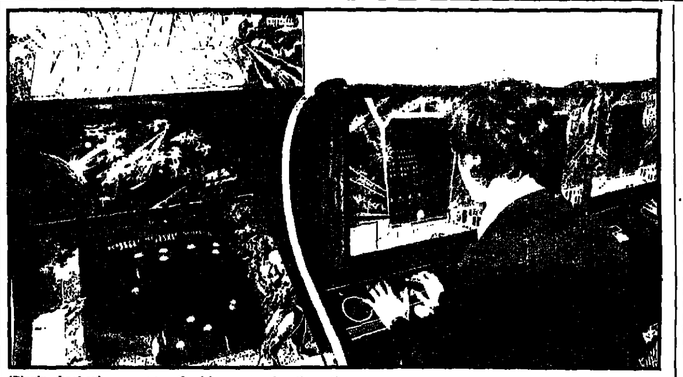
The immediate step in that process is to be a conference of representatives of faculties of arts and social studies to be held at Leeds University next Monday. It does seem that the universities are at last beginning to talk to each other and to the outside world.

Martin Milligan is head of the philosophy department and dean of the arts faculty at Leeds University.

The wounded carthorse

Christopher Price charts the decline in power and influence of the National Union of Teachers.

Next week's TES



'Playing hookey' . . . some authorities are tougher than others.

Big discrepancy found in l.e.a.s' truancy approach

by Hilary Wilce

Local education authorities vary greatly in their readiness to prosecute parents for their children's truancy, according to a survey published this week.

The survey, of how 48 authorities deal with non-attendance, showed great differences in the number of school attendance prosecutions brought in 1981-82. While the Inner London Education Authority brought 594, Birmingham brought 287 and Humberside 189, Gateshead brought none, Walsall four, and Hounslow five.

The variations appear to relate more to the relative punitiveness of different authorities than to the size of their problem. Bradford, Calderdale and Croydon, for example, all said they favoured swift court action, while others, such as Derbyshire and Devon, emphasized the social work role of their education welfare officers.

The survey, carried out by the Advisory Centre for Education and published in the current issue of *Where*, showed that most authorities had standard procedures for dealing with non-attendance at school, and that in the majority of cases this was the responsibility of the education welfare service.

But beyond that procedure varied considerably, particularly in the use of attendance panels, in the degree of liaison with the police, and in the involvement of social services departments.

Attendance panels are used in a wide variety of ways. Derbyshire has large panel meetings comprising the parents, school governors, head, education welfare officers, and possibly health and social services representatives, but in Walsall pupils are invited to go before a meeting of the attendance subcommittee. Rotherham has a school attendance inquiry panel which can take legal proceedings on behalf of the local authorities.

Police liaison varies from almost nothing – Croydon and Newham said firmly that the police had no powers with respect to truancy – through a variety of formal truanting arrangements and more general liaison, to the situation in Gwent where police carry out "purges" in cafes and amusement arcades.

Most l.e.a.s involve the social services department when juvenile court proceedings are being considered, although a few – Gloucestershire, Hereford and Worcester, Rotherham, Sheffield and Havering – tend to decide unilaterally about legal action. Croydon and Hounslow, on the other hand, leave proceedings entirely to their social services departments.

Section 40 of the 1944 Education Act empowers magistrates in adult courts to direct a local authority to bring proceedings in the juvenile courts on the grounds that a child is not attending school and is beyond the control of his parents.

The numbers of such directions vary, reflecting differing attitudes of magistrates benches. In Avon, the justices' clerks take the view that a direction is unnecessary because l.e.a.s can initiate their own proceedings under the 1969 Children and Young Persons Act. But in Norfolk, "we are constantly having meetings with the various juvenile magistrates panels to see how this type of action could be avoided, as we feel this should be a professional decision".

Nevertheless, some l.e.a.s have found it a useful device when a child is not attending school, but there is no further evidence that he is beyond the control of his parents.

Authorities reported some success through careful casework and counselling. Newham said its system of attaching a welfare officer to secondary schools and their feeder primary schools, so that they followed children throughout their school career, had worked better than an area-based system.

Special programmes, often intermediate treatment provision for "at risk" children, had also been successful at times, while a number of authorities favoured the system of having the juvenile court adjourn the case each time a child appeared in court, with the aim of seeing if school attendance would improve.

Hillingdon mentioned success with family therapy, and Hounslow with meetings involving the school, parents and child.

● A circular advising local education authorities how to cut truancy will be issued by the Department of Education and Science later this year, *Biddy Passmore* writes.

The plan to issue a circular was disclosed by Mr Bob Dunn, junior schools minister, in a written parliamentary answer last week. But he added that its contents had not yet been settled.

An anti-truancy drive was promised in last year's Conservative Manifesto, which said the Government would "switch the emphasis in the Education Welfare Service back to school attendance, so as to reduce truancy".

The circular may propose that each school governing body should report regularly to the local education authority on the school's attendance record and that authorities should in turn send progress reports to the Department of Education.

Dividing courses fails to help adults

The tendency to divide adult education into vocational courses for young people and leisure classes carrying no qualifications was attacked this week by Mr John Stradling Thomas, the Minister of State for Wales.

Speaking at the annual study conference of the National Institute of Adult Continuing Education in Bangor, Mr Thomas said: "The experience of the educational needs of those in middle and later life who have had to face unemployment and the consequent need to adjust to their situation and to take stock of the options which are open to them has shown just how crude this approach is."

He hoped the three-year programme recently announced by the Government to encourage suitable education provision for unemployed adults would break down these artificial distinctions, particularly through the collaboration between "two bodies which superficially may be seen as epitomizing the dichotomy", the NIACE and the Further Education Unit.

Mr Thomas acknowledged the widespread disappointment at the Government's rejection of a national development council for adult education, but reiterated that "a large council with a substantial budget could not be justified as things stand".

He welcomed the NIACE's agreement to set up an Adult Continuing Development Unit and said the Government would be drawing its attention to the importance of educational information and guidance for adults, the need to look at the position of volunteers and the challenge posed by the increasing numbers of elderly people.

The Government wished to move forward through diverse agencies, including the Adult Literacy and Basic Skills Unit, which is now to continue until at least 1988, and the PICKUP initiative to promote post-experience vocational up-dating courses. A development agent for this initiative is now to be appointed for Wales, Mr Thomas said.

Overall, the Government was adding over £100,000 to adult continuing education in Wales this financial year, he said, and also supporting activities concerned with teaching Welsh with grants of £120,000.

Minister seeks major shake-up in UNESCO

Britain's demands that significant changes should take place within UNESCO, the international education and cultural organization, will be discussed in London next Wednesday, *Hilary Wilce writes.*

Talks are to take place between Mr Amadou Mahtar M'Bow, the director-general of UNESCO, and Mr Timothy Raison, Minister of Oversees Development.

In a letter sent to Mr M'Bow 10 days ago, Mr Raison called for radical improvements in UNESCO's programmes and procedures. He named specific areas where changes were deemed necessary and demanded that there be "significant indications of change" by the end of the year.

The letter, a result of widespread and long-voiced dissatisfaction with an organization which even its mildest critics agree has become hopelessly bureaucratic, came after the decision by the United States to withdraw from UNESCO, but is the result of a review of British policy towards the organization, conducted before the American decision last year.

At the time, the possibility of withdrawing from UNESCO was seriously considered – as Mr Raison's letter makes clear.

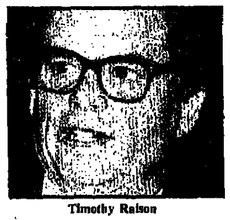
Like the United States, the British Government is worried by the politicization of the organization, by the high costs of administration at the Paris Headquarters, and by attempts to restrict the freedom of the press by establishing a "new world information and communication order".

His proposals include giving greater priority to programmes in education, science and culture, and lower priority to those in future studies, communications, peace and disarmament and human rights, and improving public information about UNESCO.

They suggest a standstill or reduced budget for 1986/87, fewer meetings, fewer documents, more coordination with other United Nations agencies, and more action programmes in the field.

Improved evaluation is one area where some immediate progress is expected, and decentralization is called for.

The letter was timed to arrive on Mr M'Bow's desk shortly before he was due to visit London for a meeting of the heads of all United Nations agencies.



Timothy Raison

Stand-up row over anthem

The head of a comprehensive in South Yorkshire has banned the national anthem from his school's musical production.

The head of King Ecgberts in Sheffield, Mr Frank Abel, said: "I'm not anti-monarchist. I have never said a single thing to that effect."

Mr Abel said pupils had asked for the anthem to be played before this week's performances of *My Fair Lady*. He had refused and still refused despite a petition signed by half the 100-pupil cast.

He believes the playing of the anthem is an outmoded tradition, applicable only at national and international events and when royalty is present: "If we had royalty I would gladly play it."

The whole thing had got out of hand and he was disappointed in the sixth-formers who organized the petition. He claimed he had full support from staff involved in the production.

He and co-director Mr Mark Radnan, a teacher at the school, decided against having the anthem.

But Mrs Pat Davey, a Conservative councillor, commented: "The anthem is nothing to do with royalty – it is the national anthem of this country.

"It is traditional, but not playing it is one of the means of lowering standards in this country"

Death of Peter Turner

Peter Turner, Inspector for Educational Technology and chairman of the Educational Television Association from 1980 to 1982, has died at the age of 53.

Mr Turner was Chairman of the Southern Region of the Educational Television Association at the time of his death.

Support grants now law

by Biddy Passmore

Sir Keith Joseph, the Education Secretary, hopes to meet local authority representatives next month to discuss what activities he should support through the new education support grants, to be introduced next year.

The Bill giving him the power to make the grants received the Royal Assent yesterday. It enables him to distribute ½ per cent of the sum planned for local authority spending on education, which would be £50m in 1985-86. The grants will meet between 50 and 70 per cent of the cost of each selected project.

Elected members of the Association of County Councils and the Association of Metropolitan Authorities, which are opposed to the principle of the new grants, have so far refused to discuss with ministers what they might cover.

But talks have been going on at officer level and 10 areas of activity have been agreed provisionally.

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Final decisions will be taken by the politicians next month, regulations listing the agreed areas should be put before Parliament by the summer recess. Authorities will then bid for the money and the Education Secretary will announce the successful bids by the end of November.

ACC to make appointment

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The job carriers a salary ranging from £23,499 to £25,200 – well above the salaries of the highest paid headteachers and some chief education officers.

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PLATFORM

Arts and social science courses . . . high vocational relevance

Higher percentage of students in Britain than in many countries take science degrees

The arts come out fighting

Faculty deans from all over Britain have produced a hard-hitting response to the call by the UGC chairman Sir Peter Swinnerton-Dyer for more good students to be channelled to science-related courses. And, as Martin Milligan explains, their reply is a landmark in the process of a growing common front among the universities.

Among the many letters now pouring in upon Sir Peter Swinnerton-Dyer, chairman of the University Grants Committee, in response to his letter to universities of last November, there is one which must stand out for two reasons.

The first is that it comes from somewhere nearer the grassroots of university life than many of the communications he receives, and the second is that it is not a letter from a particular university, but an inter-university letter.

It is signed, in fact, by more than 50 deans or their equivalents from faculties of arts and of social studies in 30 universities and university colleges from Aberdeen and Dundee to Southampton and Swansea. There are several signatures from Oxford, though none from Cambridge; few from London, but many from the northern universities.

Collective, inter-university action of this kind is unprecedented. It is a response to what is seen as the unprecedented dangers now threatening universities.

Further major reductions in resource per student with a "no replacement" rate for university staff during the next five years: large scale compulsory early retirements of staff without the kind of financial compensation offered during the past two years; the total closure of some institutions of higher education and the removal of support for research in others; and a requirement of universities to rely increasingly on private funding, are all clearly indicated as serious possibilities for the next decade in Sir Peter's letter.

He invites universities to consider how to meet the Secretary of State's desire for greater vocational relevance in higher education, and also his desire that more good students should be switched from arts-related to science-related courses. Worst of all, Sir Peter asks universities to accept as inevitable a fall of from 15 per cent to 20 per cent in student numbers over the next decade, because of the fall in the birth rate during most of the seventies.

In their letter, the deans reject this whole prospect. They argue that reliance on private rather than public funding is likely to decrease rather than increase universities' freedom, and that in any case universities in this country are bound to remain overwhelmingly dependant on public funding. Recognizing Britain's present economic difficulties, they nevertheless contend that it is wholly proper, especially during a period such as the next decade for which economic growth is predicted, to spend increasing amounts of public money on universities and other institutions of higher education, because of both the vocational *and* the non-vocational relevance of what they have to offer.

(As regards vocational relevance they point to the trend among employers increasingly to look for graduates, and specifically to the expectation of the DES itself that more graduates will be required for the teaching profession within the next five years).

They also argue that predictions of a large fall in demand for student places are likely to prove, to say the least, greatly exaggerated.

In all this, the deans' response is quite similar to those of many individual universities. But there are some special features of their letter.

One is their emphasis on the desirability of opening up universities in an unprecedented way to older students "both to the scores of thousands of exceptionally able people who originally dropped out of the education system before they were able to apply for university places, and also to some who have already enjoyed a period of higher education, but who are in need of refresher or re-orientation courses."

They add: "At a time of high unemployment, some of it due to the outdating of knowledge and skills, this would not be as costly to the community as it might be at other times and it seems to us to be both an economic and a moral imperative.

"An adequate response to this imperative could help to correct one of the serious deficiencies of university life up to the present – the too narrow range of social background and experience represented in the student population."

A second special feature of their letter is their response to the proposal to encourage more students to switch from arts to science. They cite a recent study (reported in the appendix to volume 10 of the Leverhulme Studies on higher education) of the distribution of students among disciplines in different countries, which has come up with the conclusion that "the British percentage of university students enrolled in courses leading to degrees in science and technology (engineering courses) was significantly higher throughout the seventies than in virtually all other Western European countries and the United States (close to 40 per cent in the UK as against 20 to 30 per cent elsewhere)."

Collective, inter-university action of this kind is unprecedented. It is a response to what is seen as the unprecedented danger now threatening them...

They suggest that this emphasis on science and technology as against the arts and social sciences is not new but old, that it has not been successful in its aim of markedly improving British economic performance, and that the production of large numbers of scientists and technologists with little knowledge and understanding of the arts or the social sciences is dangerous.

But the deans do not just argue for more arts and less science. "What our community greatly needs is a much larger number of people reasonably educated in *both* arts-related *and* science-related subjects, and we therefore suggest that...the introduction of some science teaching as a subsidiary and, perhaps, optional element into first degree arts courses, and the introduction of some arts and social studies teaching on a similar basis into science courses, deserves to be seriously considered."

They combine this suggestion with a welcome for the idea of broader sixth-form curricula (signalling, perhaps, a significant shift in university opinion on this matter), with the possibility this would provide for more school students to continue with science, arts and social studies right through school.

The deans argue at the same time, however, that even as they stand university arts and social studies courses have both high vocational relevance – unemployment among arts graduates is not significantly higher than among science graduates – and a social and cultural value such that it is of the greatest importance to society at large that more and more people should be given access to them.

A third very distinctive feature of the deans' letter is that, at a time when the Government has been thinking of shortening degree courses, they set out a case for four-year rather than three-year honours degree courses, which they ask should be given serious consideration, for implementation in the early nineties.

"The knowledge explosion", they say, "is no empty phrase: during the last 30 years or so the rate at which knowledge has expanded has been so great that it has become extremely difficult simultaneously to give students some sense of the history of their subjects and to bring them abreast of the current state of their subjects within three years."

They relate this to their acceptance of broader sixth-forms, pointing out that in Western Europe and North America where school curricula are already broader, first degree university courses generally last for four or more years. They also relate this to their own desire for broader university courses, not only to allow for more of an arts-science mix, but also to allow students to become acquainted with a wider range of disciplines within their own faculties.

"It remains absolutely essential that universities should primarily produce specialists, but the broadenings of which we have been speaking are increasingly required by the specialisms themselves; and since there is simply not room for both the breadth, the universality, and also for the specialization which is proper to universities within the constraints of three-year first degree courses, we believe that their replacement cannot be much longer delayed without serious damage to our work."

The deans see this proposal as complementary to, rather than incompatible with, their proposal to open up the universities to more mature students, some of whom, they admit, may only want and need short courses, but many of whom will have been away from formal education for a long time.

The deans see their letter as only the first small step in a process whereby universities will come closer together to work out coordinated responses to common problems and national needs.

The immediate step in that process is to be a conference of representatives of faculties of arts and social studies to be held at Leeds University next Monday. It does seem that the universities are at last beginning to talk to each other and to the outside world.

Martin Milligan is head of the philosophy department and dean of the arts faculty at Leeds University.

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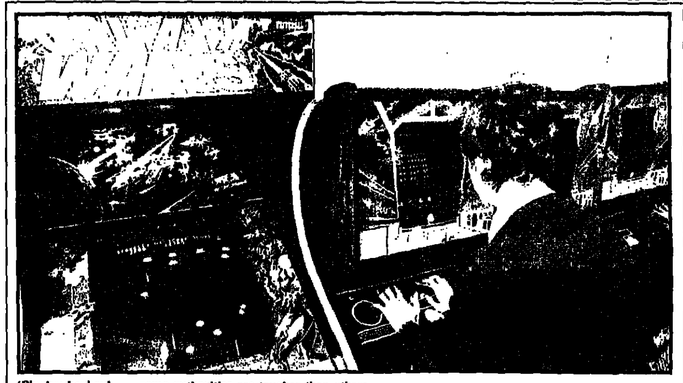
The wounded carthorse
Christopher Price charts the decline in power and influence of the National Union of Teachers.
Next week's TES

NEWS



'Playing hookey' . . . some authorities are tougher than others.

Big discrepancy found in l.e.a.s' truancy approach

by Hilary Wilce

Local education authorities vary greatly in their readiness to prosecute parents for their children's truancy, according to a survey published this week.

The survey, of how 48 authorities deal with non-attendance, showed great differences in the number of school attendance prosecutions brought in 1981–82. While the Inner London Education Authority brought 594, Birmingham brought 287 and Humberside 189, Gateshead brought none, Walsall four, and Hounslow five.

The variations appear to relate more to the relative punitiveness of different authorities than to the size of their problem. Bradford, Calderdale and Croydon, for example, all said they favoured swift court action, while others, such as Derbyshire and Devon, emphasized the social work role of their education welfare officers.

The survey, carried out by the Advisory Centre for Education and published in the current issue of *Where*, showed that most authorities had standard procedures for dealing with non-attendance at school, and that in the majority of cases this was the responsibility of the education welfare service.

But beyond that procedure varied considerably, particularly in the use of attendance panels, in the degree of liaison with the police, and in the involvement of social services departments.

Attendance panels are used in a wide variety of ways. Derbyshire has large panel meetings comprising the parents, school governors, head, education welfare officers, and possibly health and social services representatives, but in Walsall pupils are invited to go before a meeting of the attendance subcommittee. Rotherham has a school attendance inquiry panel which can take legal proceedings on behalf of the local authorities.

Police liaison varies from almost nothing – Croydon and Newham said firmly that the police had no powers with respect to truancy – through a variety of formal truanting arrangements and more general liaison, to the situation in Gwent where police carry out "purges" in cafes and amusement arcades.

Most l.e.a.s involve the social services department when juvenile court proceedings are being considered, although a few – Gloucestershire, Hereford and Worcester, Rotherham, Sheffield and Havering – tend to decide unilaterally about legal action. Croydon and Hounslow, on the other hand, leave proceedings entirely to their social services departments.

Section 40 of the 1944 Education Act empowers magistrates in adult courts to direct a local authority to bring proceedings in the juvenile courts on the grounds that a child is not attending school and is beyond the control of his parents.

The numbers of such directions vary, reflecting differing attitudes of magistrates benches. In Avon, the justices' clerks take the view that a direction is unnecessary because l.e.a.s can initiate their own proceedings under the 1969 Children and Young Persons Act. But in Norfolk, "we are constantly having meetings with the various juvenile magistrates panels to see how this type of action could be avoided, as we feel this should be a professional decision".

Nevertheless, some l.e.a.s have found it a useful device when a child is not attending school, but there is no further evidence that he is beyond the control of his parents.

Authorities reported some success through careful casework and counselling. Newham said its system of attaching a welfare officer to secondary schools and their feeder primary schools, so that they followed children throughout their school career, had worked better than an area-based system.

Special programmes, often intermediate treatment provision for "at risk" children, had also been successful at times, while a number of authorities favoured the system of having the juvenile court adjourn the case each time a child appeared in court, with the aim of seeing if school attendance would improve.

Hillingdon mentioned success with family therapy, and Hounslow with meetings involving the school, parents and child.

● A circular advising local education authorities how to cut truancy will be issued by the Department of Education and Science later this year, *Biddy Passmore* writes.

The plan to issue a circular was disclosed by Mr Bob Dunn, junior schools minister, in a written parliamentary answer last week. But he added that its contents had not yet been settled.

An anti-truancy drive was promised in last year's Conservative Manifesto, which said the Government would "switch the emphasis in the Education Welfare Service back to school attendance, so as to reduce truancy".

The circular may propose that each school governing body should report regularly to the local education authority on the school's attendance record and that authorities should in turn send progress reports to the Department of Education.

Dividing courses fails to help adults

The tendency to divide adult education into vocational courses for young people and leisure classes carrying no qualifications was attacked this week by Mr John Stradling Thomas, the Minister of State for Wales.

Speaking at the annual study conference of the National Institute of Adult Continuing Education in Bangor, Mr Thomas said: "The experience of the educational needs of those in middle and later life who have had to face unemployment and the consequent need to adjust to their situation and to take stock of the options which are open to them has shown just how crude this approach is."

He hoped the three-year programme recently announced by the Government to encourage suitable education provision for unemployed adults would break down these artificial distinctions, particularly through the collaboration between "two bodies which superficially may be seen as epitomizing the dichotomy", the NIACE and the Further Education Unit.

Mr Thomas acknowledged the widespread disappointment at the Government's rejection of a national development council for adult education, but reiterated that "a large council with a substantial budget could not be justified as things stand".

He welcomed the NIACE's agreement to set up an Adult Continuing Development Unit and said the Government would be drawing its attention to the importance of educational information and guidance for adults, the need to look at the position of volunteers and the challenge posed by the increasing numbers of elderly people.

The Government wished to move forward through diverse agencies, including the Adult Literacy and Basic Skills Unit, which is now to continue until at least 1988, and the PICKUP initiative to promote post-experience vocational up-dating courses. A development agent for this initiative is now to be appointed for Wales, Mr Thomas said.

Overall, the Government was adding over £100,000 to adult continuing education in Wales this financial year, he said, and also supporting activities concerned with teaching Welsh with grants of £120,000.

Minister seeks major shake-up in UNESCO

Britain's demands that significant changes should take place within UNESCO, the international educational and cultural organization, will be discussed in London next Wednesday, *Hilary Wilce writes.*

Talks are to take place between Mr Amadou Mahtar M'Bow, the director-general of UNESCO, and Mr Timothy Raison, Minister of Overseas Development.

In a letter sent to Mr M'Bow 10 days ago, Mr Raison called for radical improvements in UNESCO's programmes and procedures. He named specific areas where changes were deemed necessary and demanded that there be "significant indications of change" by the end of the year.

The letter, a result of widespread and deep-rooted dissatisfaction with an organization which even its mildest critics agree has become hopelessly bureaucratic, came after the decision by the United States to withdraw from UNESCO, but is the result of a review of British policy towards the organization, conducted before the American decision last year.

At the time, the possibility of withdrawing from UNESCO was seriously considered – as Mr Raison's letter makes clear.

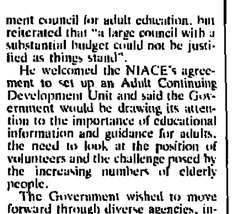
Like the United States, the British Government is worried by the politicization of the organization, by the high costs of administration at the Paris Headquarters, and by attempts to restrict the freedom of the press by establishing a "new world information and communication order".

His proposals include giving greater priority to programmes in education, science and culture, and lower priority to those in future studies, communications, peace and disarmament and human rights, and improving public information about UNESCO.

They suggest a standstill or reduced budget for 1986/87, fewer meetings, fewer documents, more coordination with other United Nations agencies, and more action programmes in the field.

Improved evaluation is one area where some immediate progress is expected, and decentralization is called for.

The letter was timed to arrive on Mr M'Bow's desk shortly before he was due to visit London for a meeting of the heads of all United Nations agencies.



Timothy Raison

Stand-up row over anthem

The head of a comprehensive in South Yorkshire has banned the national anthem from his school's musical production.

The head of King Egberts in Sheffield, Mr Frank Abel, said: "I'm not anti-monarchist. I have never said a single thing to that effect."

Mr Abel said pupils had asked for the anthem to be played before this week's performances of *My Fair Lady*. He had refused and still refused despite a petition signed by half the 1100-pupil cast.

He believes the playing of the anthem is an outmoded tradition, applicable only at national and international events and when royalty is present: "If we had royalty I would gladly play it."

The whole thing had got out of hand and he was disappointed in the sixth-formers who organized the petition. He claimed he had full support from staff involved in the production.

He and co-director Mr Mark Rodnan, a teacher at the school, decided against having the anthem.

But Mrs Pat Davey, a Conservative councillor, commented: "The anthem is nothing to do with royalty – it is the national anthem of this country.

"It is traditional, but not playing it is one of the means of lowering standards in this country"

Death of Peter Turner

Peter Turner, Inspector for Educational Technology and chairman of the Educational Television Association, has died at the age of 55.

Mr Turner was Chairman of the Southern Region of the Educational Television Association at the time of his death.

Support grants now law

by Biddy Passmore

Sir Keith Joseph, the Education Secretary, hopes to meet local authority representatives next month to discuss what activities he should support through the new education support grants, to be introduced next year.

The Bill giving him the power to make the grants received the Royal Assent yesterday. It enables him to distribute ½ per cent of the sum planned for local authority spending on education, which would be £90m in 1985–86. The grants will meet between 50 and 70 per cent of the cost of each selected project.

Elected members of the Association of County Councils and the Association of Metropolitan Authorities, which are opposed to the principle of the new grants, have so far refused to discuss with ministers what they might cover.

But talks have been going on at officer level and 10 areas of activity have been agreed provisionally.

They are: pilot schemes on pupil records, Cockcroft follow-up, curriculum enrichment in rural and inner city primary schools, management and deployment of the teaching force, micro-information technology in non-advanced further education, adult education for the unemployed and start-up costs of PICKUP courses.

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NEWS

Rates Bill likely to survive Lords mauling

Opponents in the Lords of the Government's rates Bill are likely to succeed in placing further controls on ministers' rate-capping powers.

But after the defeat on its Second Reading on Monday of an amendment opposing the principle of the Bill the Government seems certain to get the legislation through.

Even the deletion of part II of the Bill – containing reserve powers to limit rate rises in all councils – now seems less likely in the light of the Government Whips' determination to avoid disasters.

The Opposition amendment, warning that the Bill would result in damaging constitutional changes in the relationship between central and local government and calling for a thorough reform of local government finance, was defeated by 235 votes to 153. The Lords – in keeping with tradition – then gave the Bill an unopposed Second Reading.

Lady Birk moved the amendment and was supported by other Labour peers, 18 cross-benchers, four bishops and two Conservatives. Lord Ridley, Conservative president of the Association of County Councils, spoke against the Bill but then abstained in the vote.

He gave a clear indication, however, of what sort of amendments will be necessary if the Bill is to get through the Lords. The ministers' intention of including only some 12 to 20 authorities in the selective scheme should be put into the Bill, he said, as should a definition of the principles on which those authorities' rates should be capped.

"It is not good enough to leave it to the whim of any Secretary of State, as the Bill now does", he said. "It is only too easy to move the goal posts in the middle of the game."

Opening the debate, Lord Bellwin, environment junior minister, had attacked the "dreadful distortions" and "wild stories" put out by opponents of the Bill. Only the total budget of an authority would be constrained, he stressed, not the way it was spent.

Lord Beloff said it was "straining credulity" for the Labour Party to present itself as a defender of local democracy.

They might not be so keen on local democracy if a directly-elected ILEA, having got rid of "Mrs Morrell and her friends", decided that London could do with a few grammar schools, he suggested.

Double birdies clinch it

Birdies at the last two holes by 16-year-old Peter Adams (pictured) clinched victory for Solihull Sixth-Form College in last week's English national finals of the Aer Lingus Schools' Golf Championship at Copt Heath in the West Midlands. Five-handicap Adams, youngest of the three-man team, shot a 77 to edge out Millfield, twice winners of the international trophy. King Henry VIII School from Coventry finished third among the 29 finalists. Solihull go forward to represent England in the international finals to be held in the Irish Republic next month. National finals for the other home countries take place later this month.

Keep up to date, FE urged

Further education must keep abreast of change as it has a crucial role to play in Britain's future, Sir Keith Joseph, the Education Secretary, said this week.

Speaking at the launch of the Local College Employer Links Project (CELP) in Hertford, he said further education had been forced to adapt massively.

"It must continue to adapt to the movement away from traditional manufacturing and craft-based skills, to the problems posed by unemployment, the growth of information technology and the service sector, the need for broader based preparation for work and for transferable skills."

Eight local education authorities – Birmingham, Bradford, Cleveland, Ealing, Hertfordshire, Lancashire, Leeds and Wiltshire – are taking part in the project, which aims to test the adequacy of links between further education colleges and the world of employment, identify and disseminate good practice, and develop and implement programmes for dealing with problems.

Sir Keith said it was vitally important that the further education system should give value for money, whether employers and students were paying directly for courses through fees, or indirectly as tax and ratepayers.

Biddy Passmore reports on Government plans to bring in direct elections for inner London

ILEA faces three sorts of rule in as many years

The education service in inner London will after all have to be run by an interim body of borough nominees until direct elections are introduced in 1986, it emerged this week.

The Government finally agreed – and announced – last Thursday that the replacement for the Inner London Education Authority should be a directly elected body, and not the joint board of borough nominees it had originally proposed.

But ministers have decided against inserting an amendment into the "paving" Bill which abolishes next year's elections to the Greater London Council. Instead, they will include direct elections in the main Bill abolishing the GLC and the five metropolitan counties.

The result of this decision (which was reached on technical grounds) is that direct elections cannot now be introduced in 1985, as the main Bill will still be working its contentious way through Parliament. A Conservative backbench amendment to bring the elections forward was thought unlikely as *The TES* went to press.

So the Inner London Education Authority will instead face three different administrations in three years, from the present mix of GLC and borough councillors to a joint board of borough nominees in 1985 and a directly-elected body the year after.

But concern over the effects of the delay was largely smothered this week by the warm welcome given to the Government's climb-down over the future of the ILEA. Ministers' change of heart was expected to defuse much of the mounting opposition to the abolition of the GLC.

Professor David Smith, Conservative leader on the authority and the prime advocate of direct elections, said he was sure the new partnership of the electorate and the ILEA "cannot but lend to a better quality of education in inner London".

And Mrs Frances Morrell, ILEA leader, said the decision was a victory for parents, governors, teaching and non-teaching staff. But she added that the authority's budget still had to be protected and that direct elections must start in 1985.

The high-spending ILEA is certain to be nominated for rate-capping next year. Moreover, it is understood that the Government's plan to subject the new authority to DES control on spending and manpower levels for the first three years will still apply to the directly elected body.

Announcing the Government's decision in the Commons, Sir Keith Joseph, the Education Secretary, made it clear that ministers had bowed to the overwhelming opposition to its original plans revealed during consultation.

He also stressed that the Government's decision did not set a precedent. "The nature, scale and importance of the education service in inner London, taken together, justify a directly elected body in this special case," he said carefully.

Inner London boroughs would not have the right to opt out of the new body, he told MPs. But there would be a power in the main Bill to review the new arrangements.

Sir Keith failed to satisfy repeated requests for more information about what would happen to the ILEA over the next three years. He told Mr Andrew Bennett, a Labour education spokesman, who had complained that "administrative chaos" could result, that these were "important details" which would be considered when the main Bill came before the House.

It is believed, however, that the Government may try to minimize the disruption by holding the first direct elections a few months earlier than the London borough elections, so that the interim board and the new body will run in parallel for a few months.

After that, elections to the new body will probably take place every four years, although they could be at two-yearly intervals, with half the members up for re-election each time.

The method of election – another "important detail" on which Sir Keith refused to be drawn – has not been finally agreed. But the plan to have two members per inner London parliamentary constituency, elected on a first-past-the-post basis, is thought to be the front runner.

The Education Secretary told the Commons he thought direct elections would "slightly enhance the propensity to look for value for money".

On the question of the new body's power to issue its own rate bills, Sir Keith said arrangements were proposed that would provide "a clear sign to London ratepayers of the cost of education in inner London." This could mean a separate rate bill sent out at the same time as boroughs' rate demands.

Meanwhile, education ministers' plans to increase the involvement of individual London boroughs in education still stand. They include giving the boroughs the right to appoint the majority of school governors in their area and have been widely criticized as likely to cause a running battle with the new authority.

Although it has supported the concept of direct elections, the ILEA Labour leadership and the Labour Party in London are determined that Sir Keith's announcement will not defuse the campaign against the local government legislation, *David Lister writes.*

A private meeting of the ILEA policy committee this week decided to launch a vigorous campaign at the start of next term challenging arguments that the authority over-spends. The authority aims to show that the non-teaching workers it employs are essential in running the service. The first stage of the campaign will concentrate on nursery education.

The question of exactly what a future Labour Government might do about the GLC and ILEA, if the conservative legislation goes through, is still unclear. Dr John Cunningham, Labour environment spokesman, has indicated that the Party would bring back some form of elected authority.

Party activists in London are holding talks in anticipation of drafting a London Government Bill for consideration by a future Labour government.

There are several in the Labour group on ILEA who would scrap the ILEA to be part of a larger authority, similar to but not necessarily identical to the GLC.

There are also fears within the group that a directly-elected ILEA, if subject to rate capping, would become a school board unable to service properly the wider demands of education in the capital.

In an open letter to Sir Keith Joseph this week, Mr Giles Radice, Labour education spokesman, said: "I am delighted that in your announcement about the future of ILEA last Thursday you have been forced to accept the argument for democracy. But, as some of your Cabinet colleagues pointed out, if an elected council is appropriate for education, it must also be right in other functions. The truth is that the ILEA decision completely undermines the case for abolishing the GLC and the metropolitan counties.

"The second problem about the ILEA plan is the incompetence with which it has been cobbled together. It is ludicrous that there should have to be three different forms of government for inner London education in three years – the present ILEA this year, appointed borough representatives next year and a separately-elected body for education the year after. There is yet another reason for withdrawing the Paving Bill and allowing elections next year.

"Lastly your decision on ILEA does not alter the fact that the Government will be imposing substantial cuts in ILEA's budget as a consequence of the Rates Bill. If you really believe in local democracy, you would allow locally-elected representatives in inner London to determine their own budget."

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Teacher loses appeal

A maths teacher who claimed he was forced to resign because his headmistress failed to discipline abusive and unruly pupils lost his appeal in London this week.

Mr John Pace, aged 46 from Worthing, was contesting a decision made by a Brighton industrial tribunal which rejected his claim that he was constructively dismissed from his Scale 1 job at Ifield comprehensive in Crawley, West Sussex.

Mr Pace, who had previously worked in a small secondary school, said he was shocked by the lack of discipline at Ifield which has 1,600 pupils.

On one occasion, he had been called a "moron" by a boy at the school and Miss Brenda Wilkins, the headmistress, had failed to take disciplinary action when he complained, he said.

Miss Elizabeth Slade, for West Sussex County Council, said that Miss Wilkins was responsible for discipline at the school and that she dealt with it properly in the light of individual circumstances. The boy who had called Mr Pace a "moron" had been rebuked, made to apologize and told it was his last chance.

Time off for marking

Teachers in Essex are calling for at least 10 per cent non-contact time for primary staff to allow for preparation of work and marking.

A motion put forward to the annual conference of the National Association of Schoolmasters/Union of Women Teachers, also demands improved career opportunities for primary staff and a maximum staffing ratio of 25:1.

PRIMARY

A researcher attacks the Inspectorate's prejudice against mixed-age classes. Sarah Bayliss reports

The HMIs' vertical hold

Her Majesty's Inspectorate has wrongly prejudiced primary teachers against mixed age classes and as a result heads perform "amazing administrative gymnastics" to try to avoid creating them, according to an educational researcher.

Ms Jan Lee, who recently completed a study of classes in more than 900 schools in the north west, is highly critical of HMI evidence that the performance of pupils can suffer if they are taught in mixed age or "vertical" groups.

She questions the scientific basis for the HMI conclusion which was widely publicized in its primary survey in 1978. She also condemns them for failing to recognize mixed age classes as a fact of school life.

Ms Lee, who was based at the Centre for Educational Research and Development at Lancaster University during the two-year period of research, discovered that the vast majority of junior schools and junior departments had one or more mixed age class. About half the junior departments and 1 in 10 of the junior schools had four out of five classes vertically grouped.

"Again and again heads told me they were trying to avoid mixed age classes at all costs because they believed what the HMI had said," Ms Lee told *The TES* this week. "When mixed age groups were seen as unavoidable they were often set up at the last minute with ad hoc teaching arrangements and very little forward planning. Heads hoped they would be a temporary arrangement."

Ms Lee's main concern was to identify the effect on schools of switching to vertical grouping, rather than the pros and cons of the method itself. From the beginning she noted negative attitudes among many staff and they agreed they had been strongly influenced by the HMI primary survey.

But according to Ms Lee, whose project was funded by the Schools Council, the HMI made an "outstanding omission" in the assessment of pupils' performance in vertical groups by failing to take account of the location of each school. This was in spite of another HMI finding that in all kinds of schools, high and low levels of performance were more strongly linked to the setting of a school than to its size or age range.

Regardless of their organization,

inner city schools had the lowest scores. But urban areas had borne the initial brunt of falling rolls and so were more likely to have mixed age classes, says Ms Lee, adding that if the correct comparisons had been made, HMI might have found that schools with poor scores for mixed age classes also had poor scores for single age classes.

"To draw firm conclusions about the test scores of mixed age classes, HMI should have spelled out the criterion for allocating children to them. In her research Ms Lee found that more than 50 per cent of heads allocated children on the basis of ability – for example, putting the most able first years into a second year group.

"HMI does not even give information as to the exact year groupings involved," she says in an article outlining her study in the April issue of the quarterly magazine *School Organization*.

Ms Lee says a questionnaire completed by more than 900 schools and case studies provided by 150 class teachers, both demonstrated that vertical grouping was not just the result of falling rolls, as HMI had implied.

Falling rolls, allied to rationalization of staffing, was certainly a major reason but equally important was the variation year to year in schools' intake.

She said this week that schools should be encouraged by HMI and by its local inspectorates to be able to adapt and respond to local changes, including population changes. "Schools can never be sure they're going to get convenient groups of 30 children in each age group, can they?"

Other major stumbling blocks were a rigid attitude towards the curriculum for certain age groups, and a negative attitude towards children staying in the same class for two years. In some of the worst examples some children in mixed age groups faced repetition of topics and themes.

Ms Lee, now a lecturer in education at the West London Institute, is an advocate of mixed age classes, or "family groupings", where the potential of each child is developed.

School Organization is published by Taylor and Francis Ltd, Basingstoke.

NEWS

Changing face of the EWOs

The popular picture of education welfare officers as ex-army or police officers is becoming less and less accurate, *writes Sarah Bayliss.*

A survey of the EWO service by Her Majesty's Inspectorate shows that most local authorities expect to recruit from a wide field of qualified teachers, residential care officers, probation officers, and experienced social workers, many of them with degrees.

Those ex-police and servicemen whom HMI encountered had often held senior responsibilities in their previous jobs, using management or social work skills.

The survey, which was carried out in eight local authorities in both rural and city areas, reveals the enhanced social work role of EWOs which was anticipated in the 1971 Ralphs Report.

The report envisaged that EWOs would develop specialist functions but only two authorities were found to have such a policy. Both had attempted to recruit officers from the ethnic minorities and in one case one in three officers were now black.

In 1982 Inspectors found 17 per cent of EWOs held the Certificate of Qualification in Social Work and one authority aimed to achieve a target of 50 per cent with the certificate. In one city, however, education officers thought the CQSW was inappropriate

The impact of financial constraints on the education-welfare service is also revealed. Some authorities were found to have abandoned their policy of seconding staff to social work courses and in others jobs had been cut or frozen.

HM Inspectorate says it is significant that the service is now attracting qualified teachers. The clerical and support services to EWOs are described as "meagre" and this contributes to inadequate case recording and monitoring.

The amount of money available for maintenance grants and necessitous clothing allowances varied widely. In one authority more than £50,000 was spent in a single year on clothing and shoes for 5,000 children; it had also decided not to cut this figure and to maintain school meal provision.

On the other hand, a large city authority had ended its school uniform fund and budgeted only £10,000 for its hardship fund.

The HMI report concludes that in almost every school visited, the teachers spoke highly of the EWO serving the school.

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TES 5

NEWS

Lecturers put jobs on line over contracts

by David Jobbins

Most of the Gwent lecturers who face dismissal if they refuse to teach extra hours appear to have followed their union's instruction not to sign new contracts of employment.

By Tuesday, more than 80 per cent of the 400 lecturer 1 and lecturer 2 grade staff had returned their contracts unsigned to officers of the National Association of Teachers in Further and Higher Education, and more are expected before they are ceremonially handed back to the authority today.

NATFHE members in Gwent will strike for a few hours to be on hand when the contracts are handed over by the president, Mr Cecil Robinson.

One college, Ebbw Vale, has already achieved a 100 per cent response rate, and Pontypool has returned 95 per cent.

This week the union asked members of other unions employed by the Labour-controlled authority not to undertake work normally done by NATFHE members who are working to rule. The Professional Association of Teachers, the non-strike union which has a handful of members in the colleges, is also working to rule.

The union's action in returning the contracts unsigned and in bulk is likely

Cecil Robinson

to add to confusion already apparent at county hall. Official notices have already been posted on college noticeboards stating that some L1s and L2s had been overlooked and inviting them to apply for their new contracts which embody the extra class contact hours. And officials were unable to say how many lecturers had accepted the new terms, saying that they expected both signed and unsigned contracts to be returned en bloc by NATFHE.

Early next term NATFHE plans a series of branch meetings to be addressed by national leaders and a special regional protest meeting in Newport. – *THES.*

Mining town heads in crisis over pay and free meals

by Richard Garner

Headteachers in the Yorkshire mining town of Doncaster have been told to keep their schools open at lunchtime during teachers' pay sanctions so that the meals service continues.

The move has angered the National Association of Head Teachers, which decided at the weekend to urge its members to do nothing to undermine the action of teachers and has declared itself to be in dispute with the Labour-controlled authority.

The order from the authority was prompted by an unprecedented increase in the number of children becoming eligible for free school meals following its decision to give them to the children of striking miners. About 4,800 applications from miners' children have been approved.

Schools have also been given the authority to take on extra school meals supervisory staff during the teachers' dispute – with the proviso that any money spent on extra wages will have to come from the education budget.

However, despite the authority's instruction to headteachers, at least one school – where members of the National Association of Schoolmasters/Union of Women Teachers, the union currently involved in pay sanctions, were rostered for lunch duty – did shut at lunchtime.

Mr David Hart, general secretary of the NAHT, said: "That instruction should not be followed and we shall be declaring a collective dispute with Doncaster. It should be left up to the discretion of the individual head whether a school closes or stays open.

"I know members of the National Union of Mineworkers in Doncaster are anxious that meals should continue to be provided for miners' children, but I don't think our members ought to be pressurized in this way.

Mr Gordon Crompton, the authority's Deputy Director of Education, said: "Our members are very keen to keep the meals service going – the number of free school meals has temporarily hit a high peak."

Mr Crompton said that a letter had been sent out to all headteachers saying that there should be no alteration to the school meals service provided without prior consent from the chairman of governors in consultation with the chairman of the education committee and schools subcommittee.

He added that schools had been told they could taken on extra supervisory staff to meet the needs of the situation – but that any money spent on additional wages would have to come from the education budget.

He said that the declaration of a collective dispute would move the authority into "uncharted waters" adding: "We have got a collective disputes procedure but it's never been invoked before."

Before this week's industrial action, 4,800 miners' children were receiving free school meals in Doncaster – at a cost of about £13,000 a week to the authority.

Doncaster is not the only authority to be providing the children of striking miners' with free school meals. In Nottinghamshire, children are being given free school meals "on credit". Their parents will have to produce documentation later to show they were receiving below the necessary income level.

Mr Crompton said: "The free school meals scheme is not concerned with how people lost their money – but with alleviating hardship."

A spokesman for the Department of Education and Science said it would be up to the local education authorities' discretion to make the award of free school meals to the children of striking miners. "The only children entitled to it are those whose parents are on supplementary benefits or on family incomes supplement," he said.

Meanwhile, leaders of the Inner London Teachers' Association of the National Union of Teachers, the biggest branch of the union, have agreed to urge all their members to pay a £1a week levy towards the miners – and voted to give Kent miners a £100 donation towards the cost of the strike.

In addition, a special meeting has been arranged by the Socialist Teachers' Alliance, the biggest Left-wing grouping within the NUT, at the union's annual conference in Blackpool next week, over the miners' dispute which will be addressed by Mr Sammy Thompson, vice-president of the Yorkshire NUM. An emergency motion urging the NUT to support the miners is to be tabled at the conference.

A barefoot walk as a revision remedy

by Nick Wood

Teenagers browned off with the hard slog of exam revision should revive their flagging energies by walking barefoot in the park, according to a new book on successful swotting.

The advice comes from Mr David Acres, a lecturer at Plymouth Polytechnic. He says that there are times during revision when children are likely to wake up feeling jaded. One way they can restore their zest for work is a "walk in bare feet on paving stones or grass, even with the dew rising".

Those who prefer a less energetic start to the day are advised to go for a paddle in cold water. They should try walking up and down in the bath in one or two inches of water.

The book, *Exams without anxiety*, bristles with tips on how to prepare for exams and how to conquer nerves.

Teachers should not be too surprised if a candidate bellows "stop" in the middle of an exam. He is merely initiating phase one of the "emergency quick relaxation technique" described by Mr Acres.

Mr Acres, who runs a study skills programme at the polytechnic, recommends a number of other breathing exercises and muscle relaxation techniques.

Exams without anxiety. Published by Dennhouse, Price £1.95.

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Dull subject diet needs livening up

HMI reports

A more imaginative approach to the curriculum and to school life as a whole would help the Westcliff Infant School in Blackpool, Lancashire, according to HM Inspectorate.

The school serves a residential area and it benefits from supportive parents and a "lively and articulate" intake of five to seven-year-olds. Parents' confidence in the school is reflected in the buoyancy of pupil numbers which were expected to rise to 200 in January this year.

The Inspectors say attainments are "satisfactory" but there is room for overall improvement. The picture is one of a caring, homely environment – the corridors are wallpapered – but a rather dull diet of separate, rather than integrated, subjects, and a heavy emphasis on English and maths – subjects which the head oversees.

The teaching of reading is the school's top priority. While most pupils can read competently by the age of seven, their ability needs to be exploited in other areas of the curriculum. The school would benefit from a more interesting range of reading material, more opportunities for dramatic and imaginative play and more oral work.

In maths, the Inspectors found work was constrained by the use of three separate schemes for the three separate age groups. Overall the work seen was of a slow pace. The Inspectors suggested that the framework used by the reception class could be developed as a basis for the work of the whole school.

Class topics for history, geography and science were promising and showed how integrated study could work. For example, a topic on the coming of the railway was being enriched by visits to an exhibition, through art, story and discussion.

The Inspectors suggest that a record-keeping system linked to the planning of work might introduce more consistency and might also help define how information on pupils is transmitted between classes.

More attention should be paid to the visual environment and more use could be made of the gardens and lawns surrounding the school. Markings for children's games might be an asset.

Behaviour of the children was "often exemplary". The care and control shown by the staff "might now be extended to provide more opportunities for independence, imagination, creativity and self-discipline".

HMI reports are available free of charge from the Department of Education and Science, Publications Despatch Centre, Honeypot Lane, Stanmore, Middlesex HA7 1AZ. Also available from l.e.a.s.

Coping with Merseyside's problems

St Marie's Roman Catholic Junior school in Kirkby, Merseyside is set in an area of severe social difficulties but it has reasonably high expectations of pupils' behaviour and most children live up to them.

Inspectors say that the corporate life of the school is given special emphasis. For example, there is a special room for parents and some of them hear children read.

Given a drop in the local population the school is just over one-third full with only 234 pupils. Only 8 out of 14 rooms are used as classrooms but the rest are well-used for good staff accommodation, a combined music, television and medical room, special facilities for art and maths and a library.

The building is in a good state of repair but some furniture will need replacing soon, according to the Inspectors who visited the school last May. However, the book stock in the library is not good and class books are "similarly of a poor standard."

In academic work basic skills are heavily emphasised and there needs to be more practical application, particularly in maths. The standards of work in general studies are too uneven and the Inspectors suggest that fresh attempts should be made to provide more continuity in the school's curriculum.

Staff are hard working and there is a good range of extra-curricular activities such as clubs for chess, birdwatching, and art.

The condition and general level of resources in parts of the curriculum need improving "as finance permits", conclude the Inspectors.

Head's changes make for happy school

A happy and purposeful school which has accomplished much under a new headteacher was found by HM Inspectorate at Lavenham county primary school, Suffolk.

The school, which has around 100 pupils, aged five to nine, makes imaginative use of its premises, built in 1896. Outside lavatories are still in use but they are "exceptionally well maintained" and generally the quality of caretaking is very good.

A new head was appointed a year before the inspection took place and a number of changes since then are commented on. During 1982-83 the school undertook the cyclical Suffolk Self Appraisal exercise which, among other things, resulted in posts of responsibility being redefined, backed by job descriptions. The staff attend in-service courses, and there are now regular staff meetings and seminars on curriculum matters.

During the year there has been a reappraisal of record-keeping resulting in a more systematic approach. Local authority record cards are supplemented with samples of pupils' work, reading records and test scores, and pupil profiles.

From the beginning of the autumn term last year when the Inspectors visited Lavenham, teachers have made termly forecasts of the work to be done by pupils.

The school's curriculum is "broad and interesting" with good links between subjects. Children have valuable first-hand experiences such as in scientific experiments.

The school is successfully trying to apply maths to topic work. For example, the oldest children were seen recording graphically the rate of cooling of various dyes made from natural materials.

Lavenham has many "growth points," conclude the Inspectors, and there is a sound basis for the staff working together as a team in future.

Need to unite infants and juniors

An Inspectorate report highlights the need to unite the infant and junior sections of a primary school in Hereford and Worcester and for all the staff to work as a team.

Chorford First School in Bromsgrove is housed in two spacious buildings and they operate as two separate departments. Within the departments the eight classroom teachers fund it work separately.

The Inspectors recommend that scale posts should be created covering subject areas so that individual staff can operate as consultants. "It would be of great benefit if the staff worked together as a team, jointly planning the curriculum and discussing teaching methods, children, equipment and progression of work are assured.

There is a clear and well-maintained system of assessment and record keeping throughout the school and there is careful diagnosis of children's special problems. Two partially hearing children were getting excellent support from a specialist teacher.

There is very good liaison with parents particularly at nursery level so early difficulties are tackled.

NEWS

DES looks for national policy on school-leaver achievement

L.e.a.s must not be tempted to use graded tests as yardsticks, heads say

by Nick Wood

Pupils' results in graded tests and other forms of assessment outside the public examinations systems must not be used by education authorities as a yardstick of school performance, the National Association of Head Teachers has said.

Nor must they become a tool to be seized on by any authority operating a selective system of education.

"The widespread introduction of this kind of testing may tempt some people and even local authorities to use them for 'unofficial' selection procedures or 'disguised' assessment of schools. Any such developments the NAHT would strongly resist."

The comments come in the head-teachers' response to the Department of Education and Science consultative paper on a national policy for records of achievement for school-leavers.

Mr Arthur De Caux, its senior assistant secretary, said they were intended as a "warning shot" for anyone who might use the results for purposes for which they were not intended.

"When test results are available widely and are a formal part of the system, the whole O level ethos will move right down through the school. It might be tempting for some to use the results in ways we would prefer them not to be used...

"We want to see them used as a fillip to the kids to get them on to the next stage in their work."

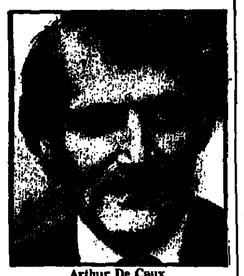
Overall, the heads welcome the draft policy statement, subject to certain reservations.

They say that if graded tests are developed they should be available for all areas of the curriculum, not just maths, English, science and foreign languages as proposed by the DES.

To minimize the dangers inherent in the subjective nature of statements about pupils, every school should ensure that its reporting system is controlled by a coordinator and approved by the head and l.e.a.

The union has told the department that records of achievement are bound to push up educational costs. Most marking and writing of reports now is done by teachers in their own time, but this would not be possible under the proposed new approach, which will require teacher and pupil to confer.

Teachers will also need extra training in assessment procedures.



Arthur De Caux

Save OU call by Labour spokesman

A call for all current and past students of the Open University to fight for the future of the university was made this week by Mr Barry Sheerman, shadow minister for education and employment, speaking in his constituency at Paddock, Huddersfield.

Mr Sheerman called on all OU students, past and present, to "recognize the part they could play in defending the university from the cutbacks the Government has imposed.

"The Government is even forcing the Open University to borrow £1m at criminally high rates of interest in order to finance its continuing education programme".

He said all OU graduates should let the Government know what they feel about the cuts, and force them to change course, as "continuing education is a vital component in the retraining of our battered workforce."

Close gap between school and jobs, say bosses

Major changes are needed to close the gap between education and employment, according to the Institute of Directors.

It said this week: "British industry is suffering because of the poor image given to vocational and technical education and, consequently, Britain is falling behind many of its European competitors."

For example, 60 per cent of Germany's workforce is vocationally qualified, compared with 30 per cent in Britain.

The institute set out members' views on the academic, technical education and training achievements of Britain's workforce in a submission sent to Sir Keith Joseph, the Education Secretary.

Among its conclusions are that:

- The O level examination has proved its worth and should be retained;
- The Technical and Vocational Education Initiative should be further extended as rapidly as resources permit; and
- The special education needs of gifted children should be the subject of special review.

The institute also seeks a proper balance in pre-university education between specialized academic excellence and industry's needs.

Management disciplines should also be introduced into education and the role of polytechnics should be firmly redirected to provide excellent teaching in technical subjects.

Links between schools, polytechnics and universities should be strengthened and trainee teachers should spend some time in industry or commerce.

Overall it says, there should be a closer co-ordination of education and employment policy to bring schools and the world of work closer together.

"Our members are determined to improve the image of engineers, scientists and professional business leaders and to better match education resources to the needs of a technological society".

Sir Keith ... received views

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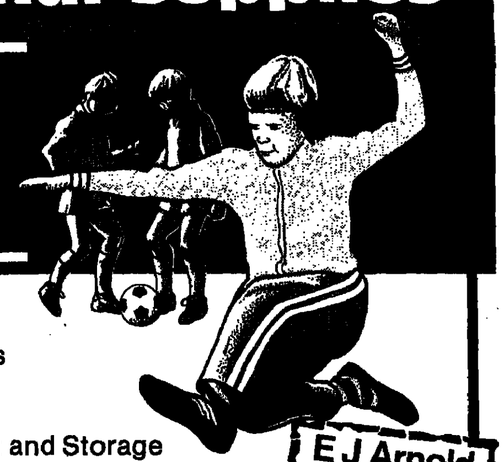

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NEWS

The University Grants Committee, under the chairmanship of Sir Peter Swinnerton-Dyer (left) has received a variety of responses from universities and representative groups to its questionnaire on the future of higher education. Biddy Passmore reports

Salford refuses to identify further cuts

Salford, the university which lost 44 per cent of its Government grant in the cuts meted out by the University Grants Committee three years ago, has refused to identify where further cuts could be made.

In its response to the committee's questionnaire on the future of higher education, it refuses "to put at risk the hard-won cohesion of staff" by speculating on what might follow from a further cut of 2 per cent a year in UGC funding. Even a 1 per cent reduction would be "a serious constraint", it says.

Salford has also told the committee that the UGC system is "intellectually partial, managerially weak and administratively overstretched". The university would prefer to deal direct with the DES and other government departments.

Professor John Ashworth, vice-chancellor of Salford, says in a letter to Sir Peter Swinnerton-Dyer, UGC chairman, that he can see no sign of ministers' wish to see a further shift towards engineering and technology courses being translated into reality.

He adds: "There seems to us to be little evidence of the UGC attempting to redistribute existing resources in favour of engineering and technology, in particular towards institutions whose primary commitment is to serve a modern industrial society."

Professor Ashworth laments the committee's lack of recognition of what Salford has achieved in the past two or three years, such as an increase in external funding from 16 to 30 per cent of the university's income.

Mergers are to be welcomed if they are done on academic grounds and not because of institutional prejudice, the university remarks. Large general institutions should not subsume specialist ones: specialist should merge with specialist.

Nor should savings be expected in the short or medium term. Rather, central government should provide more short-term funding to finance mergers.

Salford warmly supports the notion of widening the sixth-form curriculum. The present three A level system should be replaced by a five-subject system, it says. This would require a "relatively minor extension of the time spent in higher education," probably up to three months.

Professor Ashworth . . . little redistribution

But it is opposed to an optional broadening of the sixth-form curriculum for those who want it (such as the new 1 level) because it argues that it would be "divisive both for the schools and for the HE sector". It also opposes the introduction of two-year degrees and a four-term teaching year.

HE must reflect balanced culture in society

The Government's wish to see a shift towards technological and other vocational subjects in higher education is rejected by the vice-chancellors' committee as representing "a view of society we cannot share".

It adds: "There can be no doubt that the ultimate goal is to establish and maintain an economically successful society, but it is vital that that society is one of whose culture, in the widest sense, we can all be proud", the committee says in its response to the UGC letter.

The vice-chancellors also point out that a further shift towards these expensive subjects, even if overall funding per student stayed the same, would actually mean a cut in resources. It would damage other areas of study far more deeply than the Government intends, they say.

As expected, the committee's response challenges the Government's projections of student numbers as gravely underestimating future demand, particularly for university education. And, since the Government is, by its own admission, planning on the low projection, the vice-chancellors accuse ministers of deliberately providing for fewer places than would be reasonable even on its own figures.

The committee welcomes a recent statement by Mr Peter Brooke, minister for higher education, that the DES was not convinced of the case for a two-year pass degree for most students followed by a two-year specialized course for a much smaller number.

"The overriding aim", it says, "should be the broadening of the sixth-form curriculum, followed – for the majority of students – by a university degree course of at least two years' duration." It supports the introduction of 1 levels to broaden sixth-form study but points out that individual university senates must take responsibility for making sure its implications are widely known.

The vice-chancellors' response rejects the concept of a single "overarching body" to coordinate the work of the UGC and the National Advisory Body for local authority higher education.

Such a body could not be expected to have detailed knowledge of so many institutions, it says, and the universities would lose the benefit of direct access to the Education Secretary via the chairman of the UGC.

It endorses the UGC system but makes a strong plea for a return to the old days when universities could plan their long-term development.

UGC assumptions 'are discredited'

Southampton University describes the UGC's assumptions about future student demand as "thoroughly discredited", recommends a Royal Commission to examine the future of all further and higher education and says the universities should not be weakened by across-the-board cuts in the meantime.

Its response says constant resources per student would actually result in a real cut, because of factors like pay rises and external pressures for change in the nature and balance of activities.

A cut in unit funding of 1 per cent a year "could not be contained without gross disruption to our present activities", the university says, while a 2 per cent cut "would make it virtually impossible for Southampton to survive as a broad-based research-orientated institution or to provide an effective teaching programme".

On future subject balance, its response observes that "short-term fluctuation in student demand cannot form a basis for the restructuring of universities".

Doubts cast on engineering shift

Nottingham University doubts the practicality and desirability of bringing about a further shift towards engineering and technology courses other than through the normal process of responding to student demand.

Previous attempts at such manpower planning have been "universally unhappy", it recalls.

Narrow vocational training is unlikely to meet the needs of a rapidly changing society, the response says, many of whose problems would be better solved by the skills acquired through a social studies or humanities degree.

On conversion courses, it remarks that the problem is not a shortage of good applicants for science and technology courses but a shortage of places. But, if a need should arise for conversion courses, they would be best provided in further education.

Nottingham claims that it is currently underfunded by some 4 per cent compared with other similar universities and that cuts of 1 or 2 per cent a year would therefore be all the more serious starting from that base.

Its reponse supports a broader sixth-form curriculum but says it would mean longer degree courses if standards were to be maintained.

Deans reject cuts in arts

Deans of arts and social studies in 29 universities and university colleges have told the UGC there should be no more cuts in funding and no further switch of resources away from the arts and social sciences.

A joint letter signed by more than 50 deans and other faculty representatives argues that there need not and should not be any fall in student numbers in the 1990s.

Instead, the letter adds, universities should be opened up on a hitherto unprecedented scale to a wider range of students in terms of age and social class "at a time of high unemployment an economic and moral imperative".

The deans also suggest that serious consideration should be given to replacing three-year by four-year degrees during the 1990s, bringing the English and Welsh universities in line with those in most other countries.

They recognise that their line of argument "may run counter to the present intentions and expectations of the Government".

See Platform page 4

Call for broader committee

The UGC should be staffed not only by DES officials but also by those seconded from other departments, such as the Department of Trade and Industry and the Treasury, say university administrators.

In its response to the UGC, the Conference of University Administrators says universities suffer from being solely within the responsibility of a department which sees higher education primarily in pedagogic terms.

Parents pay for state primary place

by Diane Spencer

The parents of a five-year-old Down's syndrome boy have raised money to pay for a welfare assistant so that he can attend a Kent primary school.

The local education authority has accepted David Frankham as a morning pupil of the 16-pupil Four Elms primary near Edenbridge, for a trial period while they carry out assessments under the 1981 Education Act.

But it has denied the parents' claim that they were forced to pay £25-a-week for the welfare assistant during the spring term. The head of the school is happy to have David as a pupil but has said she can only cope with the help of a welfare assistant.

A spokesman for Kent education authority said they had offered to provide a welfare assistant for David, but had eventually agreed to let his parents find their own volunteer welfare assistant.

"We are not into the realm of asking parents to pay for welfare assistants," he said. "We did offer, and had one available."

But David's parents tell a different story. Mrs Valerie Frankham said she was never offered a welfare assistant. "Why would I have written to 40 companies and lots of charities asking for help if I had?"

She raised £400 before the start of the spring term so that 18-year-old Tracy Marsh, David's former playgroup helper, could work at Four Elms. Miss Marsh was unemployed after doing a Youth Opportunities Programme child care course.

Mrs Frankham added that she had received a letter from the Sevenoaks Division office dated December 14 which said: "The Education Authority cannot make any provision for a paid welfare assistant to the school and David requires full-time welfare assistance. Thus if Miss Marsh withdrew her help for any reason David could no longer be contained and an alternative appropriate educational placement would have to be sought.

"The school will not be able to collect any funds or make any payments direct to Miss Marsh as remuneration for her services and this will have to be arranged privately."

The letter also pointed out that if staffing allocation changed, or numbers and dispositions of the pupils altered significantly, the school could no longer accommodate David.

Mrs Frankham is pleased with the progress David is making at the school and hopes he will be able to go back next term.

Opportunity knocks again for young adventurers

Thousands of disappointed youngsters who were turned down for the round-the-world Operation Raleigh expedition are being encouraged to mount their own expeditions.

The selection procedures for Operation Raleigh are lengthy and include interviews followed by a tough weekend endurance test. This year's applicants have only about a one in 17 chance of being selected.

Because of this the Young Explorers Trust has set up a country-wide information network to tell the unlucky candidates about opportunities to stage smaller expeditions of their own.

Ms Joanna Cecil-Wright, administrative officer, said the YET wanted to bring the youngsters together and brief them about expedition planning and funding. Leaflets about this would be sent out with Operation Raleigh rejection slips.

The new regional network will also help young people unconnected with any youth or school group to meet others interested in exploration.

Activity Centres

TY ISAF ACTIVITY CENTRE

L.e.a.s tell Sir Keith of 'deep concern'

Representatives of 10 Yorkshire and Humberside l.e.a.s expressed deep concern over the effects of continued education cuts at a meeting with Sir Keith Joseph on Monday.

The delegation's leader, Councillor Peter Horton, of Sheffield, concurred with Sir Keith's desire for improved standards but said the reality in Yorkshire and Humberside was that standards were deteriorating due to repeated cuts in government grants.

When Sir Keith commented that there had been a slight improvement in pupil-teacher ratios nationally he was told this was quite insufficient to counter the effect of falling rolls. As a result there were more mixed-age class groups, subjects had been lost from the curriculum, and remedial teaching had been cut.

This council chairman also took issue with Sir Keith over his demand for more cuts in the cost of school meals and said they had to be sensitive to the social consequences of such a policy in a region of high unemployment. The chairman of Rotherham pointed out that the closure of the Cortonwood pit would bring heavy unemployment to the village and would make even more important the retention of women's jobs in the local school meals and cleaning service.

NEWS

Hilary Wilce on a research report which suggests that job shares pay dividends for schools.

Profiting from shares

Job sharers offer more to schools than the more traditional part-time teachers according to new research.

An unpublished study of sharing arrangements in 10 Sheffield schools shows that while all the heads with job sharers on their staffs are satisfied with the arrangement, those supervising part-time teachers are much keener to have full-time staff.

In general, the survey shows that job sharing works surprisingly smoothly. It does not generate administration, nor are there problems with parents or fellow teachers.

On the contrary, most heads felt there were benefits to be gained from having two personalities and sets of skills in the classroom. One middle school head said his children had gained from watching two people working and cooperating together. A comprehensive school head said that his two sharers had benefited from having to talk about their work to each other, and being forced to think more carefully about their approach to teaching.

Some problems had arisen. They concerned timetabling difficulties in secondary schools and job sharers' inability to take on pastoral care duties. Heads also felt that very-young children might have a problem in adapting to two personalities, and that there should never be too high a proportion of job sharers in one school.

Sheffield began its pioneering job sharing scheme in 1982, and some of the 20 job-sharing positions established at that time are monitored in the current research.

The researcher, Mrs Margaret Angier, is a Sheffield primary teacher with personal experience of job sharing, who was studying for a diploma in education management at Sheffield City Polytechnic.

Job-sharing and part-time arrangements at 10 schools ranging from infant to comprehensive schools were studied. Both heads and job sharers were interviewed about the arrangements, which varied widely from school to school.

Some were true job shares, with two people sharing the salary, responsibility and benefits of one full-time job, while in other cases the school simply had two part-time teachers. Jobs were split by mornings and afternoons, by cutting the week in two, and by one teacher working for two days and one working for three.

Teaching duties were divided in equally varied ways. In one case a teacher concentrated on basic maths while her partner handled the practical aspects of the subject. Another partnership shared topic work, with each teacher concentrating on different aspects.

All the part-time jobs were Scale 1 posts, but a few of the shared jobs were Scale II. All the holders were women, most of them combining shorter hours with looking after young children or elderly relatives.

Key pre-conditions for successful job-sharing appeared to be a head who was in sympathy with the arrangement, good communications and partners who were compatible.

However, compatability was found to grow with the job. "Sharing itself was seen to lead to compatibility in some positions, and personalities and partnerships had adjusted to participatory needs. Agreement in areas such as educational philosophy, aims, objectives and discipline was seen as essential. Teaching methods could vary providing fundamental educational criteria were met."

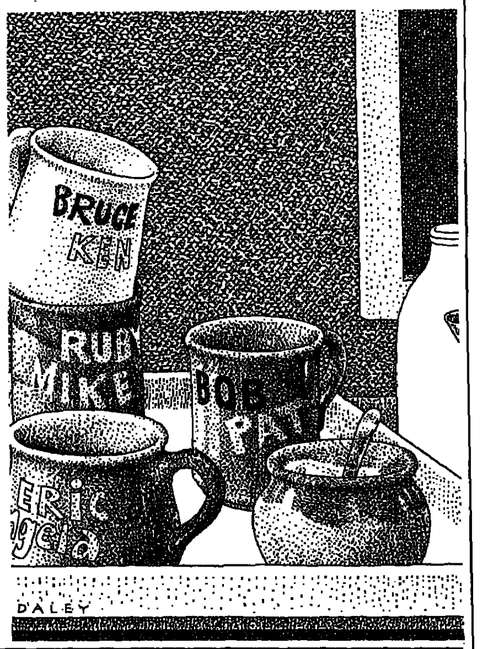
A further key to success appears to be that most job sharers had worked in their school before the sharing arrangement was introduced, and were therefore accepted easily by their teacher colleagues. Job sharers were also acutely conscious of the need to pull their weight.

Most sharers felt that their participation in school decision-making was as high as that of full-time colleagues, and that they brought added enthusiasm and energy to their shorter teaching hours. This was seen as a particular bonus in nursery teaching.

However, some shares had run into problems. In one case it had proved difficult to define the responsibility attached to a Scale II post and the head was reluctant to continue to split a post of responsibility when scale points were so scarce for full-time teachers.

Another head mentioned that only one job share partner normally came to curriculum meetings after school. It was therefore difficult to follow a curriculum development programme if the information was not passed on.

The study. *The Management of Job Sharing in Sheffield l.e.a.* is due to be published shortly.



WEA mounts campaign against grant cutbacks

by Diane Spencer

The Workers' Educational Association is mounting a national campaign to reverse Government cuts to its grants.

The 80-year-old association claims it is facing three-fold cuts which could result in drastic reductions in staffing and course provision.

The Department of Education and Science announced recently it intends to cut the WEA's £2.02m grant by 8.3 per cent over three years. This money currently enables 147,217 students to attend nearly 9,000 WEA classes.

At the same time, university extramural departments have been warned that their DES grant will be cut by 14.3 per cent over the same period and are required to pass on part of the burden to the WEA, with which they organize joint programmes.

This means that the number of programmes will decrease, as will the income of WEA branches. Furthermore, an increasing proportion of the fees paid by WEA students for joint classes, formerly kept by the association, are now being claimed by the universities.

These indirect effects of cuts to the universities could prove to be more severe in some parts of the country than the DES cuts, says the WEA.

The third blow comes from the threat of Government rate-capping which has led to some local authorities withdrawing their grants to the WEA.

A survey of the 15 WEA districts in England showed that severe staffing cuts and reductions in courses would occur as a result of the 8.3 per cent shortfall in the DES grant.

North Yorkshire said it would lose 30 per cent of its programme – 1,700 meetings. And North Staffordshire predicted that student fees would have to be increased by as much as 80 per cent to make up for the grant losses.

The campaign against the cuts is supported by all eight of the WEA's vice-presidents, who include three MPs: Labour leader Neil Kinnock, Alan Beith, the former Liberal education spokesman, and Harry Greenway, Conservative MP for Ealing North.

Harry Greenway

Universities get IT posts

The University Grants Committee has allocated a further 46½ information technology posts to British universities for the 1984–85 academic year. Most of the posts – 35 – are intended to strengthen research in the field and 11½ are to boost the teaching of postgraduate conversion and specialist courses.

There were 370 applications for the 35 research posts. The most successful university was Edinburgh, which got four, followed by Imperial College and Oxford which got three each. None went to Salford, Aston or Bradford, the three universities hardest hit by the 1981 cuts. No applications were invited for the teaching posts.

Courses validation inquiry

Sir Norman Lindop, former director of Hatfield Polytechnic, is to chair the Government inquiry into the validation of degree courses in polytechnics and colleges.

The inquiry, announced by Sir Keith Joseph, the Education Secretary, will cover both first and higher level degrees, which are validated by the Council for National Academic Awards and certain universities. It will not cover accreditation or approval of courses by professional bodies.

In a letter to Sir Norman, the Education Secretary said he had felt for some time that existing arrangements could be improved.

He asked the committee to include in its inquiry consideration of academic standards, cost and the need to distinguish between institutions "according to the confidence that may be placed in their ability to safeguard their academic standards through their own internal validation mechanisms". This last consideration could mean greater freedom for polytechnics to validate their own courses.

Sir Keith said he recognized that these were difficult issues, but asked the committee to report within a year.

Other members of the committee are Dame Mary Warnock, Sir Alec Merrison, vice-chancellor of Bristol University, Professor Geoffrey Elton of Cambridge, Professor Elie Kedourie of London, Mr Leighton Davies, an industrial consultant and Dr Joseph Dunning, former principal of Napier College, Edinburgh.

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NEWS

Labour claims schools get low priority in 10 year plan

by Biddy Passmore

"Pay as you learn" was increasing as the Government squeezed education spending, Mr Giles Radice, Labour education spokesman, told the Commons last week. Conservative MPs did not object to parents digging into their pockets, he said, but Labour rejected the view that a child's right to a decent education should depend on where he or she lived.

Opening an Opposition debate on education on Tuesday, he emphasized that education was "not . . . inherently wasteful, a mortal sin", but an investment in the intellectual infrastructure of the economy.

Mr Radice said he was deeply disturbed by the negative tone of the Government's Green Paper on public spending over the next 10 years, and by what it had to say about cuts in education spending.

He claimed that Sir Keith Joseph, the Education Secretary, has admitted to teachers that education was not a top Conservative spending priority.

But he was challenged on that point by Sir Keith, who said he had simply reminded them that the Government was elected on an undertaking to protect and increase spending on "four great sectors: defence, law and order, the health services and retirement pensions".

Moving an amendment to the Opposition motion, which attacked spending cuts, the Education Secretary gave his usual reminders that spending per pupil was at its highest level ever and the pupil-teacher ratio the best in history.

When Mr Radice intervened to say that much of the credit for those records must go to local authorities who had defied Government spending plans, Sir Keith said he could give them credit for about a third of the improvement in the pupil-teacher ratio.

The Education Secretary set out the Government's "additional and parallel aims in education" to those he set out at Sheffield in January.

They were: a technical and practical element in the curriculum for all abilities; widening the degree to which girls took other than traditional feminine subjects; broadening A levels; setting more demanding primary phase objectives; encouraging discussion in the classroom to improve articulacy; injecting relevance, breadth, balance and differentiation into the classroom; and increasing economic awareness.

The Opposition motion was rejected by 302 votes to 206 and the Government amendment carried by 255 votes to 20.

Mr Giles Radice

Ministers soften stance on flat rate travel allowance

The rough justice that will follow from the introduction of a flat-rate allowance for students' travel costs this autumn has been partly tempered by the Government.

Ministers have conceded that existing students with exceptionally high travel costs – and no chance of reducing them – should still be allowed to make reimbursement claims.

The new arrangements were announced in the Commons last week by Sir Keith Joseph, the Education Secretary. He said the present system, under which students make individual claims for reimbursement of costs of more than £50 a year, was "complicated and time-consuming to administer" and effectively represented an open-minded commitment to public expenditure.

From 1984–85, students will instead receive a flat-rate sum as part of their grant: £160 for those living at home, £100 for the rest. The transitional concession for students with unavoidably high costs will apply where their travel expenses amount to more than £150 above those sums.

The concession has, however, been rejected as "a token gesture" by the National Union of Students, who said 125,000 students would still be up to £150 worse off.

Mr Andrew Bennett, Labour's further and higher education spokesman, said the new arrangements were "very harsh" and would create anomalies, because the old system would still apply in Scotland.

The new grants for 1984–85, taking the new travel allowance into account, are: £2,100 for students living away from home in London, £1,775 for those away from home elsewhere and £1,435 for those living at home.

Three to a seat rule stays

Transport ministers have bowed to pressure from county councils and decided not to reduce the age limit below which three children are allowed to travel on bus seats designed for two.

The Association of County Councils, backed by the Department of Education and Science, had protested that the plan to reduce the limit from 15 to 12 could have cost authorities an extra £9m because they would have had to provide more buses.

Mr Nicholas Ridley, the Transport Minister, conceded in the Commons last week that "it would not be right in present circumstances to impose any substantial additional costs on local education authorities".

The Department of Transport had proposed the change because it said school buses were often overloaded and overcrowded, reducing vehicles' braking power and damaging roads and bridges. According to the department's arithmetic, three children aged 14 weigh on average 22 per cent more than two adults.

Extra-murals may cost more

Universities should charge more for extra-mural courses, Mr Peter Brooke, junior education minister, said last week.

Mr Brooke told the annual conference in Sheffield of the Universities Council for Adult and Continuing Education that the Government was looking for greater returns on the money it gave extra-mural departments.

The present system of funding a university extra-mural course by simply calculating the cost of the tutor must end, he said.

The size of classes and the regularity of attendance might be factors taken into account, Mr Brooke hinted. DES officials and representatives of the council had already begun exploratory talks aimed at finding an alternative formula, he added.

Few changes urged for NAB

The National Advisory Body for local authority higher education (NAB) should stay very much as it is, but with more local authority representation, the Association of Metropolitan Authorities has decided.

The association's education committee has rejected suggestions that the committee and the board of NAB should be merged and that the element of representation might be removed. It also opposed the idea of merging NAB with the Council for National Academic Awards.

NAB has its roots in an initiative by the local authorities, the association stresses. The body's long-term future is currently under review by education ministers. They are not expected to propose major changes but NAB's terms of reference will be revised to cover voluntary colleges and capital expenditure.

Exploring in Greenland

A second, tough over-wintering expedition to Greenland is being arranged by the British Schools Exploring Society, following a successful similar venture this year.

The expedition is being organized by Mr David Mordaunt of Wellington College, and will send two groups of boys to Greenland next winter, one from January to Easter, and one from Easter to July. They will undertake a programme of scientific fieldwork, and operate on skis, snowshoes and by dog sledge.

Like this year's expedition, girls are barred. Ms Penny Arden, administrative secretary of the BSES, said there had been no complaints about the discrimination. The expedition would operate from a small base hut, she said. "Conditions are such that it just wouldn't have been practical to take girls."

Members of the expedition will have to be between 17 and 20 years old and have to raise between £1,600 to £1,800 each to cover the cost of their place. Application forms are available from the Executive Director, British Schools Exploring Society, 1 Kensington Gore, London SW7.

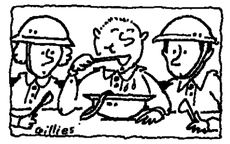
Guide for parents of handicapped

The Advisory Centre for Education has just published a new guide for parents of handicapped children under five.

It is written by Peter Newell and Patricia Potts, and sets out the law on special education for pre-school children under the 1981 Education Act which has now been in force for one year.

Under-fives with special needs costs £2.50 from ACE, 18 Victoria Park Square, London E2 9PB.

EASTER NOTICE BOARD



MUSEUMS...

Natural History Museum
A Family Centre will be open from April 11–19 and 24–27, excluding Saturdays. There will be many topics related to the museum's collection to be investigated, and specimens for close examination, such as bones, fossils and stuffed birds. Activity sheets for use in the galleries will be available for a small charge. Details from the museum, Cromwell Road, London SW7 5BD.

British Museum
Trails on Egypt, China, India and Roman Britain will be available from the front hall information desk. Films during the Easter holidays, at 3.30pm in the Lecture Theatre, Tuesday–Friday, are on Korea, in connexion with the major exhibition "Treasures from Korea". Admission to the films is free.
The museum is closed on Good Friday.

Science Museum
"Shocking Demonstrations" – by John Stevenson: a half hour demonstration of some of the properties of electrostatics for children aged 8–12 and their families on April 18, 19, 21, 23 and 24 at 11.30am and 3pm. Tickets available on the day from the information office in the museum.
A series of NASA films about the Apollo space missions will be shown on April 7, 14, 21 and 28 at 1pm. "Light Dimensions", the exhibition of the evolution of holography, has been extended until April 29. Details for party bookings from the Science Museum, London SW7. Tel 01-581 4049.

Museum of London
Easter holiday events will be held on April 17–19 and 24–26. Special attractions include visits to Whitbread's brewery on April 18 and 25 to see the shire horses and drays. Free tickets available from the museum on the day at 10.30am; first come first served. On April 25 and 26 from 11.30am – 3.30pm the art room will be open for children to make tinsel pictures. Details from the museum, London Wall, EC2.

Museum of Mankind
"Hands on" sessions will be held in the Schools' Room, at which children will be given the opportunity to handle items from the museum's collection; these will include jewelry, musical instruments and weapons. Museum staff will be available to answer questions, and paper, boards and crayons will be supplied. These sessions, which are most suitable for 8 to 13-year-olds, will be held from April 16–19 and 24–27 from 10.45am–12.45pm. Details from the museum, 6 Burlington Gardens, London W1

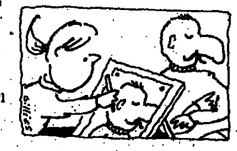
Horniman Museum
Special exhibitions include "Folk Art of Montenegro", "Beehive Paintings from Slovenia" and "Rediscovering an Inca Valley"; all until May 10. A talk for children aged 8–13 on "An Introduction to Wildlife" will be given on Tuesday April 17 from 2.30–3.30pm. Tickets 50p from the Education Centre, Horniman Museum, London Road, Forest Hill, London SE23 3PQ.
The Horniman Club, which offers art and craft activities related to the museum's ethnographic collection for children aged eight and over, will be open from 10.30am–1.30pm on April 11–14, 16–19, and 24–28.

Geffrye Museum
"Sandbags, Shelters and Shortages": the theme of the museum's Easter holiday activities for children over the age of seven is life in London during the Second World War. Activities include drama workshops, cookery sessions using war-time rations, art activities and period films and newsreels. April 17–19, 21, and 24–28 from 10am–12.30pm and 2pm–4 pm. For details and group bookings please contact the Education Department, the Geffrye Museum, Kingsland Road, London E2. Tel 01-739 8368.

Royal Albert Memorial Museum, Exeter
Activities for schools related to the exhibition of traditional north Devon potters and the paintings of Walter Langley will be held from May 8–18. Harry Juniper will be artist in residence, and school groups will be able to watch him throw and decorate pots using traditional materials and techniques. Scraperboard, wax resist and other activities will be available. Details of group bookings from Frank Gent, education officer, Royal Albert Memorial Museum, Queen Street, Exeter EX4 3RX.

National Museum of Wales
Informal activities for children aged 7–13 from 10am to 4pm each day from April 16–27, excluding Saturdays, Sundays and Good Friday, in the main building, Cathays Park, Cardiff. Question sheets, based on permanent exhibits in the museum's galleries, drawing boards, stools and crayons will be available free. Films dealing with natural science will be shown twice a day. Details displayed in the museum's main hall.

GALLERIES...



The National Gallery
"Windows" is the theme of the Easter Holiday Quiz for children: 14-page quiz sheets for infants (under 7) juniors (7–11) and seniors (12–16) will be available at the Orange Street entrance from Wednesday, April 11 until April 29. Holiday talks for children aged 8–14 will be held at the gallery every weekday from April 11 to April 27 (excluding April 20 and 23) at 11.30am. Details from the Education Department, The National Gallery, Trafalgar Square, London WC2.

Tate Gallery
"Gardens of Imagination and Delight" is the theme of a gallery trail. Children are invited to hunt for eight paintings and one sculpture which relate in a variety of ways to the theme of gardens. Illustrated details act as clues and are followed by a short series of questions aimed at encouraging a closer look at the works.
Special tours for children will start at 11.30am on April 11, 12, 18, 19, 25 and 26 from the rotunda. Each day there will be a different theme to explore.

National Portrait Gallery
"The Making of Lord Volvo": a holiday project for 11 to 20-year-olds based on Humphrey Ocean's painting, "Lord Volvo and His Estate", on April 16, 17 and 18. There will be a lecture by Humphrey Ocean on "The Making of Lord Volvo" at 11am each morning. A practical session (admission by ticket only) from 2pm–4.30pm on "The Character of a Portrait" will involve making a portrait from a model, emphasizing outstanding characteristics. Send a stamped, addressed envelope marked "Ocean", stating the date requested and age, to Secretaries' Office, National Portrait Gallery, London WC2H 0HE. Tickets and materials (black ink, coloured chalk and paper cut-out) are free. Only those who have attended the morning lecture may attend the afternoon session.

OTHER EVENTS...

ICA Children's Cinema
"Supermarionation!" An Easter holiday season of Gerry Anderson's science fiction films for cinema and television will be screened from March 31–April 29. It includes *Thunderbirds, Captain Scarlet, Fireball XL5, Stingray* and a special event on April 14 when Gerry Anderson will introduce technicians, models and extracts from the current *Terrahawks* series. Details from the ICA, The Mall, London SW1. Tel 01-930 3647.

Covent Garden Community Children's Workshop
A team of puppeteers and musicians, including Amanda Webb, Geraldine Bone and the Oily Cart Company, will be working throughout the Easter holidays at a youth club in Covent Garden with children living in the area. Details from 18 Wellington Street, London WC2.

Puppet Theatre 84
An international festival of animation in theatre and film at venues throughout London, from April 24–May 6. It will present puppetry in many unusual forms: giant shadows, ritual figures, marionettes and rod puppets. More than 30 companies from all over the world will take part. Details from the Puppet Centre, Battersea Arts Centre, Lavender Hill, London SW11 5TF.

Commonwealth Institute
Family entertainment: *Dreamtime Walkeup* Black Australia. Wayne Nichol, an Aboriginal, and Eric Madden, a white Australian, in a multimedia presentation using original songs, traditional and contemporary dance, stories and slides. April 12–18, Monday–Saturday 11.30am and 2.30pm; Sunday 2.30pm and 3.45pm. Admission free. Inquiries to the Institute, Kensington High Street, London W8.

Information for the Noticeboard should be sent to Mary Cruickshank at The TES, *Priory House, St John's Lane, London EC1, to arrive at least nine days before publication.*

NEWS

The aero pioneers who helped get the courses off the ground last month.

Flying lessons for teachers idea takes off

Women teachers who would like to learn to pilot an aircraft are being invited to join a three-day residential course at a small Midlands airfield this Easter.

The course at Wellesbourne Mountford airfield follows the one-day Introductory session the British Women Pilots' Association organized for teachers last month.

During the day the 13 participants heard how aviation projects could be integrated into the curriculum. They studied aviation books and software, and each had a brief trial flying lesson over Stratford upon Avon, the Civil War territory of Edgehill, and a deserted mediaeval village site.

Mrs Ann Bond, of the BWPA, said that a number of the teachers who took part in the one-day course had enrolled for the Easter course, which is open to all women. The one-day course was the first teachers' course the BWPA had run, she said, but others were being planned.

The three-day course costs £45 for food and accommodation plus £15 for a trial flying lesson or £10 for three glider launches. More details from: Mrs Ann Bond, Ivy House, Whichford, Shipston on Stour, Warwickshire CV36 5PE.

Putting pupils on the 'right' sex track

Hilary Wilce looks at a new study on how teachers allegedly channel children's behaviour patterns according to gender.

Teacher attitudes play a key role in channelling pupils into traditional boy-girl patterns of behaviour, according to research conducted over two years in a large northern comprehensive.

Many small and often well-intentioned or even unconscious responses by teachers help to develop differing expectations between boys and girls, and to encourage pupils to behave in the "right" way for their sex, Ms Carol Buswell, a senior lecturer in sociology at Newcastle upon Tyne Polytechnic, says in a new collection of papers on women and education.

To highlight the processes at work in schools she has outlined case studies which she claims are typical of what can happen to pupils as they go through their final years at secondary school.

Peter she describes as a marginal achiever, although his teachers confidently expected him to pass five or more O levels. They described him as extrovert, articulate and mature, and said he had considerable support from home. Peter himself said he might have left school after the fifth form, but was encouraged to consider staying on by two teachers who were involved with the football teams he played for. This he did, even though he passed only three O levels.

In the sixth form he took three A levels and two O levels, but soon found himself depressed and bored. His teachers blamed his lack of progress on the fact he did no homework, or said – contrary to earlier reports – that he had no support from home. Eventually he left school with one A level, having failed two.

Peter, Ms Buswell maintains, was sponsored by male teachers whom he met through the sports team network, and throughout his time in the sixth form his academic abilities were never questioned by either himself or his teachers. Instead he was constantly pulled up for not doing enough work.

"Other boys in this category have similar case histories. This is not to say that they were being 'chased up' and similar girls were not; the point is the A level girls were all doing some work and were anyway less marginal in examination terms. These boys were being given *extra* chances and opportunities – whether or not they decided to take them . . . The important difference between encouragement for (these) girls and the sponsorship of marginal boys was that the girls were encouraged *after* they had already proved themselves."

Judy Ms Buswell describes as a pupil who through her time in the sixth form learned to be "a good pupil" and therefore eventually "a good woman" after earlier problems.

Judy had left school in the fifth form but returned later to take some O levels. She described herself as "not all quiet and sweet" and had behaviour problems at school. She shouted at a senior staff member, told a teacher he was trained to break her spirit and stormed out of a lesson. There were constant scenes about her behaviour, although her work was not discussed.

Many well-intentioned teachers unwittingly discourage girls from having "boyish" aspirations.

Staff described her as neurotic, spoilt and highly strung, but one teacher at least managed to cajole her into quietening down.

Ms Buswell points out that Judy could accurately have been described as aggressive, rude and unpredictable. Instead, the descriptions given added up to "a thumbnail sketch of a person who could only be female according to traditional stereotypes".

"The labelling of her attributes in this way is important because it 'constructs' a person who needs nurturing. The image of an aggressive loud-mouth who does no work and misses lessons would have suggested quite different treatment."

Anne, in contrast, was a high achiever who hoped to study accounts, maths and history at A level and to become an accountant. However she was persuaded by her teacher to drop accounts in favour of English in order to try for Oxbridge. He said it would be better for her in the long run to get a good general education.

Anne agreed, knowing that the hopes of the school were pinned on her. "Mr S says it'll be good for the school", she is quoted as saying, "and I don't want to let the school down; it's not just for me now."

Anne got a place at Oxford to study a humanities subject, yet a fellow student, Roger, who had identical aspirations to Anne's, was left alone to do the A levels he wanted and was able to go on to university to study finance and accounting.

"The school's assumption seemed to be that a 'general' education – especially at a high status university or college – is a good choice for able girls because there is no need to look further ahead than that for women, but that concrete careers are important for boys . . . The schools did not force these particular career choices on the pupils – however, Roger informed the teachers about what he wanted to do and Anne allowed herself to be told by them what they thought she wanted to do."

Close study of such cases, Ms Buswell suggests, indicates that while schools might attempt to offer short-term equality, they are at the same time "'cooling out' aspirations in a preparation for a long-term future of inequality".

Women and Education edited by Sandra Acker, Jacquetta Megarry, Stanley Nisbet and Eric Hoyle, published by Kogan Page. £16.95.

Dyfed changes policy on rural primaries

One-teacher schools face closure threat

by Bert Lodge

The future of six small village schools in West Wales is now in doubt following a change in policy by Dyfed education committee towards one-teacher schools.

The committee recommended last week that in principle no further one-teacher schools should be maintained in the county.

At the same time, a lifeline was left open by a successful amendment that even where the enrolment did drop to 15 pupils or below, a school would not be assessed for closure provided the committee was satisfied that educational requirements were being met.

The schools were saved last year when the county council decided not to adopt specific criteria to be used when the closure of small schools was being considered until the whole question had been looked at again.

Mr John Phillips, director of education, said afterwards that whether a one-teacher school was still able to offer a suitable range of provision would be determined by officers of his department.

An attempt by a member to reduce the number on roll from 15 to 12 before a school was considered for closure was unsuccessful. Mr Phillips explained that because of budget cuts the county had to lose 75 teachers. If the lower criterion were accepted, nine more jobs would have to be kept open at a cost of nearly £100,000.

Advice on reorganization

A DES memorandum aimed at speeding up the handling of school reorganization schemes will be sent to local education authorities and voluntary bodies later this year.

The Department sent out a draft version of the memorandum this week for comments by May 31. It includes guidance on what published proposals must contain and on what constitutes a statutory objection.

It also reminds authorities about the timing of the procedures under the 1980 Act. One problem which is causing delays at present is some education authorities' failure to send the Education Secretary a copy of their proposals as soon as they are published.

In some cases, he has not received details of a scheme until after the two months' objection period is over.

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AMA draws up plan for new college review

A national review body for non-advanced further education is proposed in a plan drawn up by officials of the Association of Metropolitan Authorities. It would be headed by an education minister and report on all aspects of provision, including the way colleges meet the needs of employment.

The plan was put to the association's education committee yesterday as a way out of the deadlock between the Government and the local authorities, who are refusing to cooperate with its plan to hand over a large part of college funding to the Manpower Services Commission.

The AMA officials suggested that the new body should consist of local authority politicians and the minister, with advisers drawn from the Department of Education and Science and local education departments.

Its remit would be to review all the work-related further education which does not already come under the National Advisory Body overhauling advanced FE.

It would make recommendations within the scope of the powers of the Education Secretary and the l.e.a.s. Among the matters on which the officials suggest the review body should report are:

- the legal basis and organization;
- the deployment of teachers and resources;
- student and trainee support;
- the relationship of FE to industry, commerce, services, and employment; and
- the relationship to secondary and higher education.

The review body would seek evidence from HM Inspectorate, government departments and the MSC, employers and unions, examining bodies, and professional associations. It would give particular attention to considering the responsiveness of work-related NAFE to the needs of employment, both as seen by employers and as indicated by national forecasts.

Lecturers asked to pull out of MSC schemes

A new attempt to get college staffs to turn their backs on the Manpower Services Commission and its schemes will be made at the annual conference next month of NATFHE, the lecturers' union. A resolution calls for the TUC to withdraw from the Commission and to campaign for its abolition.

Last year the union's leadership succeeded in fighting off similar calls, and demands that NATFHE members withdraw from YTS work. But since then anger has mounted in colleges over the Government's new training policies and its plan to hand over more control of college funding to the Commission.

The call for the TUC to pull out has become more credible, too, since the worsening of relationships between the Government and the unions and the threats by the TUC's own General Council a few weeks ago to sever its links with Government bodies.

But NATFHE's leadership are likely to resist the demands more strongly than ever, since they are convinced that, whatever their feelings about the Government's moves, cooperation with the MSC best serves the interests of both lecturers and their students.

The union's national executive is, in fact, supporting a resolution which says that the Government's plans, as set out in the recent White Paper, will jeopardize the colleges' future, and calls for a merger between the MSC and the DES.

Other motions are highly critical of the YTS, with one region calling for the union to campaign for alternatives to the scheme; but the union's education committee have decided to back a motion which, by seeking improvement in monitoring and in the status and pay of trainees and urging the greater involvement of teachers, implies approval for continued participation.

Edited by Mark Jackson

Drugs: Tories get blame

Drug abuse and glue-sniffing will be blamed squarely on Government policies towards the young at the annual conference of the Labour Party's Young Socialists at Bridlington this month.

Young people are turning to glue, drugs and alcohol in increasing numbers as an escape from the realities of Mrs Thatcher's Britain, say resolutions from Scotland, where glue-sniffing has been reported to have reached epidemic proportions, Wales and the north-west.

The resolutions accuse the Government of hypocrisy in denouncing drug abuse, and say that while individual pushers must be condemned, so must the whole capitalist system.

High youth unemployment, the erosion of apprenticeship, bad housing, and non-existent leisure facilities in places like Merseyside and Glasgow have produced the alienation which is leading sections of the young to abuse.

Birkenhead Young Socialists say that Customs staff dealing with drugs control have been cut by 1,000 over the past five years, with a chronic shortage of staff at peak times at airports and ports.

The resolutions also charge that the cuts in the National Health Service cast doubt on the Tories' willingness to set up enough drug clinics.

They call for increased resources for the NHS and local authorities to provide immediate increases in Customs staffing, and more leisure and recreational facilities at lower charges.

Some of the resolutions call for Labour or local trade unions and community groups to get together to police the areas affected and to get rid of the pushers.

But all the resolutions add that although these steps could end drug abuse among the majority of the present addicts, only a transformation of capitalism into a socialist society will get rid of the problems that lead young people to despair.

The conference will be asked also to get together with student organizations, Labour's national executive, and the TUC to campaign to persuade Labour authorities to accept a charter for further education students. It will be told that FE is the poorest sector of education, with colleges often having overcrowded and overpriced canteens, badly maintained toilet facilities, no common rooms or student union offices, overcrowded classrooms, and no nursery facilities or provision for the disabled.

The allegations are made in a resolution from a branch in Liverpool, where college provision has been strongly criticized by, among others, HM Inspectorate.

The Liverpool Young Socialists complain that any attempt by students to organize effective opposition to these conditions" is dealt with rapidly by college principals who seek out "trouble-makers" and issue veiled threats and warnings". Some college authorities, they allege, use their power over student union budgets to blackmail students into submission.

The charter calls for

- Local authority funding of a full-time elected union officer in every college with more than 500 students
- Direct funding of each college union by the authority on the same scale as for polytechnics
- The right to run meetings in the daytime and, if necessary in classtime, with access to college rooms;
- Independence from control by college authorities
- The right for trainees on Manpower Services Commission schemes to join the college unions with their fees paid by the Commission.
- The right for all political societies other than fascists to organize within colleges.

The conference is also urged to back a campaign to remove business representatives from governing bodies and for the governors to be elected by the staff unions, the students, and the local Labour movement.

Some of the resolutions denounce the Youth Training Scheme as a swindle and demand its replacement by public works programmes and better training. But they are outnumbered by others which call for specific improvements such as effective monitoring, better pay, and a say for trainees in the way their schemes are run.

The conference will also be asked to support votes for school leavers and other 16-year-olds, and the right to stand for Parliament at 18.

Many resolutions reflect the strong influence of Militant among the Young Socialists, but one from Corby calls for an end to "the endless parrot-like repetition of policies" and an understanding that youth on the whole prefers seeing bands in night clubs to discussing dialectical materialism in the local Labour club.

Benefit loophole opens for jobless students

Thousands of unemployed youngsters studying part-time may be able to get substantial sums in unpaid social security benefit if their schools and colleges are prepared to back them.

The youngsters have fallen foul of a Department of Health and Social Security ruling that school-leavers must wait three months after registering as unemployed before becoming eligible for the 21-hours-a-week of study which the older jobless can undertake while drawing benefit.

During the three months – which date from the start of the school year – they are only allowed to study for up to 15 hours a week, including time spent on homework. But many, reluctantly, choose to forfeit their benefit rather than comply with this ruling.

Now a social security commissioner has allowed an appeal by a Welsh teenager against the Department's refusal of benefit – and ruled that DHSS offices should consider all the circumstances in deciding how many hours the applicant may study. Furthermore, they should ask the school or college to say whether the course is genuinely a part-time one, the commissioner said, and greater significance should be given to the hours spent in class than to homework.

Although the commissioner circulated his ruling to his colleagues throughout the country, the DHSS has decided not to publish it. Experts say, however, that it can still be quoted as a legal precedent by other youngsters – if they can get hold of the ruling.

This week Youthaid, the youth employment pressure group, obtained a copy of the Welsh ruling and its director, Mr Paul Lewis, appealed to schools and colleges running courses for unemployed youngsters to contact him so that he can pass the document to them.

But the Government is planning to move quickly to close the loophole. New regulations have been drafted which would restrict school-leavers to 12 hours of classroom study plus five to six hours of homework from this August.

History 'tonic for fatalistic teenagers'

by Nick Wood

History should be included in the vocational courses planned for the new 17-plus exam because it has a unique role to play in countering the sense of "personal powerlessness" felt by many young people, it was claimed this week.

"The realization that you are an active participant in the historical process is possibly the strongest way to counter the sense of fatalism and powerlessness which affects so many young people in today's world," Mr Ben Kerwood of The John Mason School in Abingdon in Oxfordshire, writes in the latest issue of *Teaching History*.

Mr Kerwood argues that a skills-based history course can give youngsters a "quiet pride" in themselves, their family, their locality and their country which will help them face up to the demand of adult life.

"It is a pride that shows itself in easy self-confidence, the ability to relate to others, particularly adults, and absence of the gauche, abrupt and self-consciously indifferent manner which so many employers find objectionable in school-leavers," he says.

Mr Kerwood concedes that other subjects – English literature, sociology, economics and politics – can give teenagers insights into the world around them. But none can match history's breadth of vision.

He claims also that a study of history inculcates in young people general skills such as empathy and the ability to weigh up evidence that readily translate into everyday situations.

- The final shape of the Certificate of Pre-Vocational Education or 17-plus is still under consideration. The City and Guilds of London Institute and the Business and Technician Education Council are currently drafting a consultative document on the shape of the new courses to be released in May.

The document will cover three key areas: core studies, vocational studies and additional studies.

The first CPVE certificates will be awarded this September to students who have pursued existing vocational courses.

Courses

EDUCATIONAL DEVELOPMENT ASSOCIATION

MEMBERSHIP

This association which was established in 1888 as an In-service Training Organisation for Teachers and registered in 1966 as an Educational Charity invites applications for membership. The Association operates three Summer Schools for teachers and holds regular meetings in the following Branches:

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Application forms and other particulars obtainable from the Academic Registrar (TES16), University of London Institute of Education, 20 Bedford Way, London WC1H 0AL, to be returned not later than May 1984. (280)

Reagan proposes to censor defence study

UNITED STATES

Peter David on the row brewing with universities over publishing sensitive work.

American universities are heading for a confrontation with the Reagan Administration over a Pentagon proposal to curtail the right of researchers to publish "sensitive" findings that could help the Soviet Union's military strategists.

Alarmed by what it claims is a "haemorrhage" of information about militarily useful technologies to hostile countries, the Pentagon has drafted new rules for the hundreds of millions of dollars worth of research it sponsors at universities.

The rules, contained in a Defence Department directive yet to be implemented, would require university scientists working on Pentagon-sponsored projects to submit papers to the Department before they are presented for publication in learned journals. Work regarded as "sensitive" would be blocked.

But the directive has attracted strong criticism from three of the nation's best-regarded universities. The presidents of the Massachusetts Institute of Technology, the California Institute of Technology and California's Stanford University have told President Reagan's science adviser that they would stop doing sensitive research for the Defence Department if their freedom was curtailed.

A breach between the universities and the Defence Department would hurt both sides. Under the Reagan Administration's budget proposals for 1985, the Pentagon will allocate the lion's share – some 60 per cent of the National Research and Development Budget. The universities would suffer financially if they dropped their Pentagon work. At the same time, the Defence Department is reluctant to lose the services of talented university-based scientists.

An attempt last month to find a compromise on the new directive was unsuccessful. At an acrimonious meeting in Washington, Dr Edith Martin, the Pentagon's Deputy Under Secretary for Research, said she doubted whether American universities really would turn down lucrative contracts this year. "At some point the rubber hits the road", she said. "When it comes down to it, just how much money will Stanford be willing to give up?"

There are indications that the universities mean what they say, however. A spokesman for Cornell University in New York said last week that the university had turned down a $450,000 (£300,000) Air Force contract for research in electronics because the Defence Department had demanded an unrealistic degree of secrecy.

Paradoxically, the Cornell contract was less stringent than those envisaged under the new directive. The scientists involved would have been expected to submit any papers for prior review and comment by the Air Force, but would have made the final decision on publication themselves.

The issue that caused a breakdown in negotiations was the role of overseas students and staff working at the Cornell campus. The Air Force wanted Cornell to let it vet any foreign nationals working on the contract – a provision the university reluctantly accepted. But Cornell refused to accept a provision that it should make sure that no sensitive information fell into the hands of foreigners at Cornell who were not directly involved in the project.

Cornell argued that a university would not, and could not, police the activities of staff and students to ensure that "sensitive" research was not discussed in meetings and seminars. Dr Robert Barker, head of research at the university, said the secrecy entailed would have conflicted with the traditions of academic life.

Given the vast amount of money at stake, the universities are certain to seek some form of compromise with the Pentagon. One possibility, favoured by Stanford University, is that they will agree to sign certain Defence Department contracts which insist on the prior submission of papers.

Unlike the Pentagon directive, however, the Stanford proposal would enable the Pentagon to block publication only if it declared the findings "classified". To do that the Department would have to show that publication would cause direct damage to national security.

High school pupils are optimistic, but worry about war

A new survey of American secondary school pupils' attitudes suggests that they are optimistic, get on well with their parents, read more than their counterparts of a decade ago and believe their teachers and schools are doing a good job. But they are more worried than their predecessors about the influence of drugs, and about the dangers of nuclear war.

The survey, conducted for the National Association of Secondary School Principals, indicates that pupils have considerably more faith in their schools than their parents do. While fewer than a third of adults surveyed last year by Gallup gave schools an A or B rating, three-quarters of the students were prepared to do so and only one in ten cited poor teaching as a reason for disliking their courses.

According to the survey, most pupils also support calls for a renewed emphasis on basic subjects. When asked to rank 18 subjects in order of importance, more than 95 per cent said mathematics was important. English ranked second and computer science – which did not even figure on similar surveys a decade ago – finished third, ahead of science, history and business.

Business courses, however, seem to be gaining in importance, with almost 80 per cent rating them "very important" or "somewhat important". The once popular courses on the environment and pollution do not interest today's students as much as they used to. A 1974 survey found that most children regarded classes on environmental issues as important, but today only 14 per cent think them "very important".

The survey also suggests that the amount of time spent on homework is declining. Some 60 per cent of pupils said they spent under eight hours a week on homework, and two-thirds of high school seniors had less than an hour of homework a night.

Today's high school students are, however, industrious in other respects. More than 90 per cent believed they should take part-time jobs over weekends or holidays, and nearly half of them undertook some form of voluntary community service.

The teenagers reported spending about six hours a day on average watching television and listening to the radio. But, surprisingly, children seem to be reading more than they used to. In 1974, students reported reading less than one book a month, including books assigned as classwork. Today, the same age group reads more than two books a month. Ten years ago fewer than 1 per cent said reading was a hobby. The new survey found reading the second most frequently mentioned pastime.

Nearly half identified drugs as the single worst influence on the lives of young people, whereas alcohol, the second most common problem, was mentioned by only one out of ten.

Asked to name the most pressing global issue, almost a third chose "nuclear disaster" and a fifth chose "the threat of war". Unemployment was mentioned by only 1.5 per cent.

Learning made simple by sleeping

SWEDEN

Chris Mosey looks in on pupils being taught while on the verge of slumber

A Swedish secondary school is experimenting with an Eastern block learning system in which pupils lie on the classroom floor to absorb knowledge while on the brink of sleep.

The system, known as Suggestopaedia, was developed by Bulgarian psychiatrist Professor Georgi Lozanov and while it has some adherents in the West, where it has been used to teach adults languages, the Swedish experiment is believed to be the first involving schoolchildren.

Despite the "Brave New World" implications of the system, Mrs Vera Kraft, the 52-year-old Swedish teacher conducting the experiment, has become a national teacher celebrity and is attracting non-critical television and newspaper coverage.

Mrs Kraft, who teaches English at Fagrabäck Secondary School in the southern town of Växjö, delivers regular lectures on Suggestopaedia to other teachers and the experiment seems likely to spread to other schools.

The lesson I witnessed began after her class of 14-year-olds took blankets and pillows from their lockers. They placed them on the floor between their desks, laid down and closed their eyes. Mrs Kraft switched off the lights, turned on a tape recorder, then took out her own blanket and lay on the floor.

A soft recorded male voice filled the classroom. It said: "Relax. Breathe in slowly. Relax. Feel the tension leave your body. Say to yourself: 'I can learn all I want to learn. I enjoy learning. I like to receive knowledge. To learn and to remember is easy for me'."

For the next 10 minutes there was only the sound of the recorded voice and the rhythmic breathing of 18 children and one adult. Finally the voice said: "After counting to five, open your eyes."

Vera Kraft went to her desk. "Get up when you want to," she told the children. They climbed to their feet, shaking their heads, and sat at their desks.

Lying down to learn: Vera Kraft's English class. Photo by Kirati Kajanna

There followed a period of more or less conventional learning, climaxing in children "acting out" an English text. "The aim is to have them actively participating in the lesson," said Mrs Kraft.

The class then lay on the floor again, eyes closed, listening to music by Brahms as Mrs Kraft read English texts. Those texts that she deems "negative" she alters. "It's very important that the lessons should have a positive content," she says. Thus a telephone call from a boy to a girl complaining because she stood him up she changes to end with a promise that the boy will be invited to the girl's next party. In the original, supplied by Oxford University Press, the boy hangs up unsure of where he stands with the girl.

She finished reading the texts, switched off the music and the children opened their eyes and stood up. They packed away their blankets and the lesson was at an end.

The next day Mrs Kraft followed through with what she calls "Concert Three," the next stage in the Suggestopaedia process. The children lay on the floor and were directed by the recorded voice to even deeper breathing and longer periods of breath-holding. Timing her reading with a flashing red light, Mrs Kraft read English texts to a background of music by Bach and Vivaldi with key phrases coinciding with the intervals when the children were holding their breath.

The theory behind this is that the music is specially appealing to the left side of the brain, the intellectual part of the mind, and that this is particularly receptive while the children hold their breath, perhaps because they experience a slight oxygen "high".

When Concert Three ended, I talked to Mrs Kraft and her pupils about the Suggestopaedia experiment. Vera Kraft herself displays an almost religious devotion to the system. "Since I have been using Suggestopaedia, I have become mentally younger," she said. "It makes me happy. It gets rid of barriers, blocks."

A British observer is struck by the extreme passivity of her pupils, and by the lack of any opposition to the experiment from parents or the local education authorities, from whom Mrs Kraft has received a £650 grant.

Pupils who have been taught by Mrs Kraft are solidly pro-Suggestopaedia. Maria Peterson said: "We learn much more this way. It makes learning enjoyable. It's difficult to describe the feeling when you are lying there. You almost go to sleep. Sometimes I have actually slept. You still learn, even when that happens."

Robert Sumberac described a lesson during which he not only slept but had a nightmare. "I dreamed I was hanged," he said. "We had been talking in biology about the effect of hanging on the bones in the neck."

And Dyveke Thorn said: "I always sleep. I dream all sorts of strange things. The lessons go into my brain anyway."

Mrs Kraft said it is not intended that the children should sleep but admitted: "I do not fully understand all of what happens myself. I just know it works."

A committed Christian, she now hopes to use Suggestopaedia to teach religion and other subjects apart from English.

No, she said, she was familiar neither with the works of Aldous Huxley nor the phrase, "I'm so glad I'm a Delta-minus." And, no, she didn't think that Suggestopaedia, with its emphasis on by-passing the selective function of the brain, might impair individualism still further in Sweden, a society that is already arguably the most conformist in Western Europe.

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Ticking over now that the clock is turned back

GRENADA

The drive towards an expanded and community-based education system that was initiated under the revolutionary government of Maurice Bishop has ground to a halt following the American invasion last October.

According to a report by British observers, schools on the island are merely "ticking over", departing foreign teachers have left staffing gaps, community involvement is slowly being replaced by the traditional academic system, and a key in-service training programme is being slowed down.

The report comes from an eight-strong British Labour Movement delegation – all, as the report points out "people who were sympathetic to the progress of the island from the 1979 revolution" – led by Mr Jeremy Corbyn, MP, who visited the island last December.

The People's Revolutionary Government introduced pre-primary schooling, developed mass literacy campaigns and brought in free secondary schooling. But all these are in jeopardy, the report suggests.

The pre-primary programme, which was run mainly by volunteers, has now been taken under the wing of the Education Ministry.

The delegation found little evidence of direct classroom interference beyond the removal, in some schools, of a book about the Grenadian revolution. However, almost all the non-Grenadian teachers either left or were deported from the island after the American intervention. Cuban teachers of Spanish and Soviet maths teachers in particular have left important vacancies.

The National in-Service Teacher Education Programme (NISTEP), developed to meet the needs of the island's mainly untrained teachers, is to be retained, but intakes are to be reduced and the three-year in-service training is to be replaced by a two-year course plus a year of college training.

The delegation notes that while the ruling Advisory Council has said it will recognize the new teaching qualification, doubts remain about when the new graduates will be upgraded to qualified teacher rates of pay.

The delegation also found that government-appointed heads of Roman Catholic and Methodist schools funded by the previous government had been removed from their positions since the invasion. Their future, says the report, is uncertain.

Hilary Wilce

Grenada: Report of a British Labour Movement Delegation, December 1983. Available from 4 Gray's Inn Buildings, Rosebery Avenue, London EC1R.

Pupils sleep in schools in bid to keep them open

WEST GERMANY

Paul Bendelow on closure plans to meet spending cuts

Pupils in Bremen are staging a "sleep-in" to protest against plans for far-reaching school closures designed to meet public spending cuts and falling roll numbers.

Plans to close or amalgamate 38 schools, involving the abolition of four of the city's six remaining grammar schools, have met with fierce opposition, culminating in 18 schools being occupied round the clock by pupils, supported by teachers and parents.

The largest teachers' union, the GEW, with a membership of about 5,000 in the Bremen area, has thrown its weight behind the opponents of the closure programme, which it describes as "senseless, short-sighted and educationally absurd".

At a recent meeting, the GEW demanded more time for a full discussion of the proposals, together with a thorough reassessment by the city-state's education authorities of future educational priorities.

Time, however, is fast running out for the Social Democratic administration in Bremen, faced with the prospect of school rolls falling to half their 1980 level by the end of the decade. The smallest of West Germany's federal states is also the deepest in debt, with the education department alone having to save DM120m (£31.8m) by the end of the current legislative period in 1987.

The senator for education and science, Herr Horst-Werner Franke, is therefore determined to push his proposals through the city parliament before the summer recess in mid-July, so that the first closures can be put into effect in the 1985–86 academic year.

While insisting that his policy paper, *Bremen's schools in the transition to the 1990s*, is no more than a discussion document, Herr Franke has effectively set a mid-May deadline for the end of

Pupil protesters: 18 schools have been occupied round the clock. Photograph: GEW

end of public debate on the issues public debate on the issues involved.

Critics of the present administration, which gained an absolute majority in the November state elections, accuse the Social Democrats of keeping quiet about the need for school closures during the election campaign. Many are asking why, with falling rolls already in view, a massive programme of school expansion was implemented in the late seventies, which cost the city more than DM200m for new secondary schools. Others charge Herr Franke with party-political tactics in introducing unpopular measures this year, which would lose the SPD the next election, if left till later in the legislative period.

These complaints have underscored concern among teachers, parents and pupils about the fate of their own schools and about specific problems the scheme will cause.

Herr Franke, while admitting inevitable difficulties in the coming years, claims that they will be short-lived and are justified in order to maintain existing education standards in Bremen. Schools need to be big enough to support the present breadth of subject choice, he claims, and at the same time the proposals will enable him to restrict the size of classes to the current level, which is the second lowest in West Germany.

The planned measures, according to Herr Franke, should be seen as a consolidation of the school system introduced by the Social Democrats in Bremen in the 1970s. Their stated aim during this period was gradually to replace the tripartite system of separate grammar, intermediate and secondary modern schools with "school centres", where teaching would be in streamed units, divided according to age groups.

In a second phase, these school centres would be converted into full "integrated" or non-streamed comprehensives.

With the first phase of this scheme largely implemented, Herr Franke believes the task of the immediate future is to conserve and improve on what has already been achieved, rather than to press ahead with full comprehensivization, which would impose too great an organizational and educational strain on pupils, parents and teachers. Seen in this light, he maintains, the plans to close a number of schools, including most of the remaining grammar schools, represent the pursuance of a course which has proved its educational worth, rather than change for political or ideological reasons.

This justification of the proposed closures on educational grounds was dismissed by the regional GEW leader, Ilona Caroli, as a "purely cosmetic" cover-up of policies dictated by financial considerations. While the education budget accounted for 20 per cent of public spending in Bremen, it was to bear the brunt of 30 per cent of the overall spending cuts. If the plans were implemented, she claimed, Bremen's future education policy would be in the hands of the finance senator.

Rising pupil numbers, the GEW claims, were once used to justify slow progress in improving the education system: falling numbers were now being used to justify the absence of progress for the foreseeable future.

While conditions vary from one federal state to another, declining rolls and tightening budgets are common factors through the country. It remains to be seen whether the Bremen pupils's 24-hour commitment to preserving their schools survives the Easter break, and whether the union could gain enough support to back its pledge of further action, should its demands be ignored. But regional education ministers, backed by solid majorities, are unlikely to be diverted from closure programmes, however heartfelt the protests.

Teachers seek higher footing on pay ladder

FINLAND

Finland's 45,000-strong national union of teachers (OAJ) has started concerted strike action for the first time in its history.

On April 2, 4,500 comprehensive school teachers in charge of 70,000 pupils in Helsinki and three other towns came out in support of their pay claim after a government mediator's last-ditch conciliation effort failed. A similar number of teachers in nine other municipalities will join in if no agreement is reached by April 16.

Mr Voitto Ranne, OAJ chairman, predicted that the strike could last four or five weeks.

"There are some signs that the local authorities who employ us want to end the strike, which disrupts the community because so many small children, too young to fend for themselves, are away from school", Mr Ranne said. "On the other hand, there is talk of a lock-out of teachers."

The OAJ's action spearheaded stoppages and strike threats by several of the other 48 associations and unions affiliated to Akava, a central organization grouping 185,000 professional and academic staff. Akava claims that its members' standard of living has plummeted by 17 per cent since the early 1970s while that of industrial workers has risen 24 per cent.

Akava is the only one of Finland's four union federations not to sign a centralized pay formula, devised in early March, that gives rises of about 7 per cent over a two-year period.

The OAJ realizes that any concessions it may obtain above this level could have a complicated knock-on effect where other Akava affiliates are concerned.

The comprehensive teachers are seeking an extra 600-800 Finnish marks (£75-100) on a starting salary of FM4,177 a month, which rises to between FM6,000 and FM6,800 after 20 years' service with minimal promotion. About one-third of the claim is for compensation for extra duties caused by a reform of the Education Act, passed by parliament last year.

Differing tax scales and Finland's high cost of living hinder international comparisons, but it appears that Finnish teachers, tugging at home on the pay ladder, have fallen somewhere below the Western European norm.

Donald Fields

COMPUTERS IN EDUCATION

As more and more people become involved with computers, their importance in education increases and more academic subjects involve their use. This means that rapidly increasing numbers of teachers need to know about the current developments.

On 2nd March this year, *The Times Educational Supplement* published a 20 page special pull-out entitled "Computers in Education". This is now available in reprint form price £1.00.

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Paying the penalty for early success

CHINA

Parents whose children do well at primary school should not become complacent, for they risk turning them into "slow" pupils at middle school, warns a teacher writing in the *Peking Daily* newspaper.

The teacher, Su Chuanrui, said that of 368 students at her middle school who took grades one and two last year, 67 had to repeat them this year, although most had been bright at primary school. One important reason for this decline, said Su, was "improper education at home".

Su claimed that parents who saw their children getting good marks at primary school took too complacent a view, believing that the child needed only to revise a little before examinations to achieve good marks. But these parents did not realize that the reason for the high scores in primary school was that the work was not very difficult, requiring mainly memorization and revision.

Middle school had more subjects

Complacent parents have been blamed for bright pupils' underachievement.

and needed more complicated knowledge, said Su, and required harder study. Weakness in one subject affected others connected with it.

Parents, still believing their children capable of good results, at first ignored the problem, then were at a loss as to what to do. The "slow" students became worried, and the parents angry, and the children became reluctant to attend school.

Parents should create an atmosphere at home suitable for their children to do their homework in – without distraction from television or chatting neighbours – and should encourage their children instead of mocking or beating them, said Su.

They should also keep an eye open for changes of habit in their offspring, such as in dress, choice of reading matter and demands for pocket money, for "middle school students have rather weak self-control".

Su cited the case of a student, a girl, whose good progress deteriorated after she went to see a film from Hongkong. The girl copied the clothes and hairstyle of the film star and started wearing make-up. From being one of Su's best students, she became one of the worst, and failed her exams, because the parents had not noticed the change in their daughter until it was too late.

Jane Marshall

Legal snags for faith switch in Church schools

Sir – You report (*TES*, March 18) that Canon Robert Waddington, the general secretary of the Church of England Board of Education and a member of the Taylor Committee on School Government, has suggested in his recent discussion document, *A Future in Partnership*, that foundation governorships of Church of England maintained schools should be temporarily filled by representatives of non-Christian faiths, particularly in areas where the majority of pupils at such schools adhere to those faiths.

The proposal is justified on the grounds that Church schools were established and are maintained to serve the local community and the Church's mission is to reconcile man with man. Canon Waddington hopes that the Church will be able thereby to foster multicultural school communities in a strictly British context.

This proposal would, however, place representatives of other faiths in an impossible position. While appearing to be open handed it denies representatives of other faiths those exclusive rights which the most vociferous are concerned to establish. Furthermore, it ignores the fundamental purpose of Church schools enshrined in their trust deeds.

Church schools are established on charitable trusts to provide worship and religious instruction in, and in accordance with, the principles of the Church in a given area. It is the plain duty of foundation governors in both voluntary aided and controlled schools to act on behalf of that trust and to ensure that the provisions of the Education Acts with respect to the school curriculum, including religious education and school worship, are made available to the children.

The appointment of voluntary Church school foundation governors by the Statutory Diocesan Education Committee is designed to safeguard this charitable obligation. A representative of another faith could hardly be placed in such a position, even temporarily. Such a move would be open to challenge in the courts, thereby giving rise to needless antagonism.

Since the Articles of Government of Church Schools already provide places for local authority appointees and already have, or will soon have (when new Articles of Government are made by the Secretary of State) places for parent governors, an opportunity exists for suitable persons of any faith or none to serve as governors of Church schools in these capacities.

The Church of England will not advance her service to the nation by abandoning the fundamental basis of her contribution to the maintained schools system. This basis is the belief and living tradition of the Christian community which is intended to be an explicit feature of the life and work of both voluntary aided and voluntary controlled Church schools.

KEITH WILKES
The Mount
St John's Hill
Ellesmere
Shropshire

Unhelpful

Sir – Stephen Bubb's letter (*TES*, March 30) is singularly unhelpful to those trying to deal with the problems of inner city education, since he insists in reducing debate to the confrontation level which so bedevilles local government in boroughs like Lambeth.

He blames the media, the National Association of Schoolmasters/Union of Women Teachers and demands for a "return to Victorian values" for the difficulties raised in Nick Wood's perceptive account of life at Stockwell Park school (*TES*, March 16). Stephen Bubb may be correct in attributing blame for any botching of the amalgamation to the Department of Education and Science; this hardly points a way to solving the problems now.

He wonders why Stockwell Park had been singled out for attention, when the article stated, clearly, that the head, "with the backing of ILEA took the courageous step of inviting the *The TES* in". He takes a swipe at Peter Herbert of the NAS/UWT for calling for a "tougher line with troublemakers", suggesting that this is part of a campaign to return to stricter discipline, including the cane, generally.

This is certainly a red herring but can Stephen Bubb seriously believe that it is possible to have effective learning without reasonable order in the classroom? Clearly, behaviour at school does often reflect problems out of school. It is necessary to maintain order in school, however, even where it is not possible to deal with the other difficulties. Does Stephen Bubb accept this? If so, how can he justify the decision of the governors to fail to support the staff of the school when they turned down a recommendation for expulsion?

The fact is that school governing bodies, in Lambeth, are increasingly becoming under the sway of far left Labour activists, more concerned with their fanciful theories than with the interests of children. I hope, sincerely, that in the end "all will come right" with Stockwell Park. With commitment from the staff and understanding by the rest of us, I am sure that it will.

MALCOLM NOBLE
60 Lansdowne Hill
London SE27

Unequal pictures

Sir – While we welcomed the full and sympathetic account (*TES*, March 30) of the curriculum organization and structure we have set up to try to ensure equal opportunities for all pupils until the age of 16, it is regrettable that this was not reflected by the accompanying photographs; three out of four portray boys only, while in the fourth a girl is doing dance.

The photographer took a large number of photographs in a variety of classes; in each of them boys and girls were actively involved in all the activities. It is ironic that those chosen for publication fail to do justice to the school's determination to put equal opportunities into practice.

SHEILA MADGWICK
Deputy head
Holland Park School
Campden Hill Road
London W8

Flexible programme . . . Oxford Polytechnic. Below: Lord Annan . . . misleading question.

Meeting needs

Sir – Biddy Passmore's lively account of the Lords debate on higher education (*TES*, March 23) passes on Lord Annan's (rhetorical?) question: "Should anthropology be taught in Oxford Polytechnic?" Put this way not only the question, but also the implied answer, is crude and misleading.

Anthropology is in fact offered as a single field on the Oxford Polytechnic modular course. The modest number of students who enter to read this field each year all combine their studies with another field selected from a wide range of arts, science and social science fields. In addition the course's unit credit structure enables a significant number of students (approximately 130 this year) not reading for degrees in anthropology to take one or two units in this subject gaining valuable insights into their primary fields of study, many of which are, of course, in those areas which Lord Annan feels should be our proper preserve (examples are catering, biology, geology, languages, psychology).

This is precisely the kind of flexible, broad-ranging programme which this polytechnic, and others in the public sector, have developed in order to meet a variety of needs: local and national, vocational and non-vocational, full-time and part-time. There are not many analogies in the university world. Establishing the proper role for public sector higher education will not be accomplished by unsubtle and uninformed distinctions between arts and technology subjects, vocational and non-vocational courses, or the initial qualifications and final attainments of students in university and local authority institutions.

D J WATSON
Dean, modular course
Oxford Polytechnic

Governing moves

Sir – While welcoming the news (*TES*, March 23) that the Government is thinking of devolving more authority to governing bodies of schools, I believe this change will be less than effective unless two further proposals are implemented. First, teachers (especially headteachers) will have to be persuaded by argument that the enhanced role of governing bodies will further the educational experiences of school pupils. It will be counter-productive simply to force this change through without seriously attempting to show teachers why it is being urged.

Second, members of governing bodies must be prepared to gain for themselves a wide range of knowledge about schools – how schools are and can be managed, what the aims of education and curriculum structures might be, what is to be said for and against particular teaching methods, and so on.

One good way of meeting these needs would be the running of joint courses for teachers and governors under the auspices of local education authorities or education departments in centres of higher education.

GLYNN S PHILLIPS
Osney Cottage
Steep Hill
Crawley
Oxfordshire

Special response

Sir – I regret the pessimistic view which was reflected by the article, "A hard Act to follow" (*TES*, March 30).

My own local education authority of Walsall has been particularly active in its response to the implementation of the 1981 Education Act. Every mainstream school has designated a member of its staff to have overall responsibility for pupils with special educational needs (at no extra cost to the ratepayer); a programme of in-service training for these people has begun (again using existing resources); I have been allowed to devote half of my working week to running a Department of Education and Science one-term, full-time course in special educational needs at our local college of higher education.

This course is staffed by expertise from five local education authorities each of whom seconds teachers from mainstream schools on a termly basis.

In addition, we have educational psychologists who devote all of their time to working with parents of pre-school children, and the authority has recently funded a news-sheet which, as well as informing teachers about relevant issues in the field of special education, will act as a dialogue between teachers in the authority.

All these initiatives are directed at those most closely involved with the education of pupils with special educational needs – the teachers.

MARY NEWTON
Remedial Teaching Service
Walsall
West Midlands

Business studies

Sir – I am writing to correct the false position adopted by Sheila Madgwick in the feature article on Holland Park School's curriculum (*TES*, March 30). To my knowledge, within the Inner London Education Authority there are few (if any) examples of business studies or computer studies courses being vocationally orientated.

Instead, schools tend to offer CSE and/or O level courses which should be perceived in terms of a general education package. Typically, students within business studies learn about insurance, transport, personal budgeting and saving, credit and consumer protection, and a whole range of other topics designed to make them more aware of their rights as consumers *not* to fit them rigidly for a particular job.

Alternatively, students often opt for an office practice with typewriting course dealing with keyboard skills, storage, retrieval and sources of information, oral and written communications – surely essential elements in any school curriculum.

I am also at a loss to understand why (given Sheila Madgwick's remarks), Holland Park should offer BEC/City & Guilds to 14 to 16-year-old students when in fact courses like these *are* vocationally orientated and should be only offered at 16-plus.

Quite frankly, if muddled thinking like this is commended by the Hargreaves report, then the future of education within the capital does not appear to be very bright.

In conclusion, it should be remembered that the philosophy behind business studies courses being offered to 14 to 16-year-olds has changed radically. Today we hope to open up the range of opportunities and experiences so that hopefully students are able to develop the attitude of mind, the self confidence and the skills to take responsibility for their lives.

ROGER BURGESS
Senior Teacher
Lilian Baylis School
Lollard Street, London SE1

Good Friday

Sir – On March 16 you published an article about the training of RAF officers at Cranwell: "None . . . gets through unless they accept the use of nuclear weapons." NB: "Use of", not "the holding of nuclear weapons as a threat that need never be used", nor any other euphemistic noise, but: "Use of".

Because its meaning can be understood by all, even by those like me who cannot claim to be Christian, the cross is a universal symbol. A man, innocent of the wrongs that caused his death, was, by forces in opposition, stretched in agony on a tree; then killed. Whatever one's beliefs, that event therefore contains the deaths of all innocents: even of those yet to die.

If nuclear weapons are used they will kill thousands, perhaps millions of such. And if used in our name knowing what we do (though by young men ordered by our democratic government) we shall be guilty of murder. And we shall have His blood on our hands.

Good Friday approaches. And most of us out of the sound of cockcrow.

I write with dread thus, remembering also that the only comparable mass killing and maiming was preceded by the specious arguments of Adolf Hitler, who presented his anti-Semitism as a triumph of reason over emotion, and then wrote: "And so I believe today that my conduct is in accord with the will of the Almighty Creator. In standing guard against the Jew I am defending the handiwork of the Lord". (*Mein Kampf* Vol. 1 ch. 2).

Try "Communist" in place of "Jew". In even contemplating mass killing is it not possible that we also rationalize? That we stand in grave spiritual, as well as in moral, and physical danger?

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LETTERS

The exam boards' Trojan horse

Sir – Mary Warnock (*TES*, March 30) embraces some ideas on examinations attributed to Tim Brighouse (*TES*, March 16) and appears delighted with their "revolutionary" simplicity. I beg to differ. The ideas are neither revolutionary nor simple.

In the United States, concepts of credit accumulation, graded tests, and modular curriculum structures, are a long way from new and can provide us with many useful models in thinking about the examination system. However, I fail to see the logic behind the answer to Mrs Warnock's wondering question whether we should have a system at all. The question is valid and ought to be answered. I worry about the development of an alternative system which actually enlarges the influence of the examination boards (both O level and CSE) in the curriculum of schools and ties up yet more teacher time in managing what would be an increasingly complex process.

If graded tests and credit accumulation are to be seen as genuine alternatives to present examinations and confined to, say, the final two years of secondary school then I have no major concerns. My fear is that if these potentially enlightened reforms are allowed to permeate through the secondary school system, then we could see all 11 to 16 age groups involved with externally validated tests. What will happen then to hopes of a curriculum-led examination system? Will not the present examination-led curriculum be further reinforced?

Truly radical thinking about examinations must lead us to more fundamental questions about their purpose. In a society where the correlation between examination success (at any level) and employment is no longer clear what is the justification for the massive public expenditure now committed to the maintenance of the system? Is it too cynical to suggest that the decline of entries due to falling rolls which is now beginning to affect examination boards is leading them into more aggressive marketing strategies designed not only to win a bigger share of the contracting client group but also to extend their influence in new directions, such as graded tests and credit accumulation?

Unfortunately, the boards are also expressing interest in profiles. I cannot see that profiles are anything other than the responsibility of schools and l.e.a.s. Examination results will form part of a profile but only a part and l.e.a.s should not abrogate their responsibilities in this field to the boards.

Is it revolutionary or reactionary to remind ourselves that the CSE was born out of a desire to see teachers more involved in examining young people who were otherwise excluded from the system of public reward? Sir Keith Joseph has focused considerable attention on the needs of the 40 per cent of secondary pupils who still leave school with no such reward. Examination boards have no experience with such pupils: teachers do.

In Stockport, the teachers have, with local authority advisers and local industry, devised a numeracy and a literacy certificate which does have local currency. These developments have been a response to local needs. They have relied on the expertise of teachers for their success, not on the examination boards, and they have been curriculum-led.

I remain suspicious of other developments which have all the characteristics of a Trojan horse.

NEIL FITTON
Director of Education
Metropolitan Borough of Stockport

Parental help

Sir – Nick Wood's piece (*TES*, February 17) about our research at Sheffield University into current school practice in involving parents in the teaching of reading has led to a strange response from the Hackney Parents and Children and Teachers (PACT) Committee (Letters, March 30).

Mr Phillimore and his colleagues claim that few Sheffield schools are actively encouraging such involvement, in contrast to Hackney where very large numbers are doing so.

In fact the l.e.a. in which our research was carried out was not named in the original report; nor was it named in Nick Wood's account. I do not intend to identify it here although it is safe to assume that it is north of Watford.

As far as Sheffield is concerned, I know of very many schools in which innovative and important work with parents is being tried out. Indeed, considering the open-minded and progressive tradition of education in Sheffield, it would be surprising if it were otherwise.

In the Sheffield University research, reported by Pat Cuckle and myself in the current issue of *Educational Research*, one of the problems we tried to tackle was how to find out what was really happening in schools, as opposed to what was said to be happening. Therefore we went beyond the headteacher's office, to particular classroom teachers, and to individual children. In doing so, we discovered that there was a series of factors operating in schools which reduced the likelihood of school-supported home reading.

Our survey was nevertheless a fairly modest effort and could, no doubt, be improved upon. In this connexion, I note that PACT has already carried out one survey of parental involvement schemes in schools, and hopes to gather further information in the future. I hope those involved in the exercise will find time to consult the original report of our research, and build on what we did.

We need to have a realistic appreciation of what schools and teachers feel about parental involvement and what it is practicable for them to do. There can be a gap between rhetoric and reality, even in Hackney.

PETER HANNON
The University of Sheffield
Division and Institute of Education
Arts Tower Floor 9
Sheffield S10

Missing the GIST

Sir – We have followed with interest the recent articles about girls and science, including the misleading front page report on the "failure" of the GIST project. We are writing now in response to the letter from J D B Charlton (*TES*, March 23) who argued that Girls Into Science and Technology (GIST) was "fundamentally misguided" to concentrate on teachers' relationships with their pupils rather than on revision of the curriculum in accord with girls' interests.

This letter shows a woeful ignorance of the GIST project. We have, in fact, argued consistently for curriculum development along the lines s/he suggests and have done some work on this ourselves. Two curriculum sourcebooks are currently in press (with the Schools Council).

However, a more serious point is the writers' conclusion that we were *wrong* to work on classroom interactions and that curriculum development is *the* answer to girls' under-achievement in science.

Any suggestion that there is *one* solution to this problem is bound to lead to disillusion. Girls' underachievement in science and technology is a complex phenomenon with many interlocking causes. To see curriculum development as a panacea is to ignore the power of the teacher. Any syllabus can be taught in a way that defines it as a boys' subject, while an aware teacher can make the links between mechanistic science and more humanistic concerns.

The final report on the GIST project is in preparation and should be available by mid-May. Anyone who is interested in assessing both the successes and the failures of the project can obtain a copy by sending £1.00 and an A4 sae to GIST, Department of Sociology, University of Manchester, Oxford Road, Manchester. A full length book about the project is also in preparation and will be available in spring 1985.

ALISON KELLY, JUDITH WHYTE, BARBARA SMAIL and JOHN CATTON
Girls into Science and Technology
Manchester Polytechnic
9A Didsbury Park
Manchester M20

Micro scope

Sir – I hope that the experience at our college will reassure Mrs Margaret Ralf (*TES*, March 23).

We are a sixth form college of 808, 43 per cent girl students. We offer a non-specialist optional programming/computer awareness course to all students, irrespective of background or current course line. These courses are run independently of the computer studies department, mainly by science staff.

In September 1983, we registered 112 students, 44 per cent girls on to our courses. Male-dominated information technology?

JOHN SHONE
Wyggeston and Queen Elizabeth I College
University Road
Leicester

Bridge builders

Sir – I was intrigued to read the article by Dai Xu (Talkback, *TES*, March 23), a teacher at Xiangtan University, China, about the English teacher Jenny Fairman (pictured) who used to work there. Jenny and her husband Rob Wallen went to China through Voluntary Service Overseas and, having seen them at work, I can vouch for the fact that they "helped to build a great bridge of friendship between China and England".

Currently 13 English teachers are serving in China through VSO. They work in teachers' colleges and specialist institutions helping to upgrade the English of English teachers. Some work with student teachers while others run short courses for experienced teachers.

The Chinese Ministry of Education has requested another 10 English teachers to join those already there in August 1984. Anyone interested in volunteering to work in China, or indeed in any of the other 37 countries for which we recruit teachers, should contact the Enquiries Unit at VSO.

P W FELL
Head of Education Section
VSO
9 Belgrave Square
London SW1

Language cherries

Sir – I was delighted to read Mr Hutchinson's letter ("Language Links", March 23) in which he explained how his school offers both French and German to all pupils in years 1 and 2.

In Hillingdon, over the past five years, we have introduced the same scheme in four of our secondary schools. I am, in fact, in the process of sifting through the responses of children and parents to a questionnaire we distributed to a year group in one school, designed to elicit reactions and attitudes to the scheme.

Initial findings indicate that the children and their parents thoroughly approve of this arrangement which offers first-years a genuine bite at two language cherries from the very outset . . . and which then provides a real choice after two "years" (ie 2x6 months = 1 year) foundation studies in both languages.

The advantages are so obvious that I found it surprising the Schools Council document "The second foreign language in secondary schools: a question of survival" did not consider this possibility at all.

Inevitably, the overall course time for the traditional FL1 (French) is somewhat reduced and this can induce nail-biting in all manner of otherwise sensible people as the spectre of O level casts its dreadful shadow.

But the undeniable advantages remain . . . genuine opportunity, genuine choice. A positive move towards redressing the weak position of FL2 in schools, a moving away from the unnatural, unnecessary and quite undesirable dominance of French.

I shall contact Mr Hutchinson at once, delighted to find a kindred spirit. But, are there any other pioneers out there somewhere blushing unseen? Possibly taking some stick, too, if our experience is any guide. If so, do please let us know.

NORMAN WHITE
Modern languages adviser
London Borough of Hillingdon
Civic Centre
Uxbridge
Middlesex

French: its dominance is irrational, unnecessary and undesirable.

POINTS . . .

Hurdle for MSC

Sir – Your leader on the HMI's report on Education for Employees speculates that the Manpower Services Commission may, in the context of the *Training for Jobs* White Paper, "be able to tackle the local authorities' failure to equip the colleges adequately, particularly in respect of new and developing technologies".

In practice the MSC will be as impotent as the l.e.a.s unless the capital expenditure regulations made under the Local Government Land and Planning Act 1980 are amended.

At the moment an l.e.a. may capitalize revenue only within the limits of the authority's capital allocation, which is predetermined by central government.

CHRISTOPHER FARMER
Principal assistant education officer
Education Department
Leopold Street
Sheffield

Not on blacklist

Sir – To suggest that David Bellamy is on a British Council "blacklist" because he was not selected from a list of possible candidates to present the council's fiftieth anniversary travel awards is nonsense (Diary, March 30). Mr Bellamy featured very prominently in the latest issue of our house magazine, *British Council News*.

J A COLE-MORGAN
Director
Public relations department
The British Council
10 Spring Gardens
London SW1

Keeping secrets

Sir – Like most teachers, I imagine, I try to instil in pupils the idea that if they make promises, they should keep them. I deeply resent, therefore, Christopher Price's frequent urging of young people to dishonour their own names by signing the Official Secrets Act, later revealing what they are trusted to conceal.

A R STILLER
Spring Cottage
High Park
Northiam
Rye, East Sussex

Medical practice

Sir – I have read Joanna Lyall's article ("The bitter pill", *TES*, March 9) with interest. Inevitably, a short article of this nature makes broad generalizations so the information given is not necessarily true for each medical school.

More seriously, though, one error of fact is apparent. Edinburgh does consider reapplications and indeed a good number of our entrants are in this category. What should have been said is that Edinburgh does not take account of examination results attained at a second sitting – except in extenuating circumstances.

DR G L ATKINS
Associate Dean (Admissions)
University of Edinburgh

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

FEATURES

EASY MONEY IN FAIRYLAND

Sara Parker reports on fears that amusement arcades turn pupils into compulsive gamblers

When Michael was 13, he started to gamble the odd 20p on the fruit machines. "I'd go into cafes with my mates to have a laugh, and get little wins – never more than £1," he remembers. "I used to think it was easy money."

By the time he was 15, Michael was spending £3 or more on the machines. Two evenings a week after school, he worked in a local fish and chip shop to get money for gambling, while his mother was always willing to give him small amounts to go out.

He had to lie to her to get money but he didn't worry and by the time he was 16, he had also learnt to steal. Apart from selling his own possessions to pay for his gambling, he stole from his family – selling off among other things his stepfather's record collection for £200.

The day before his seventeenth birthday, Michael was taken along to a meeting of Gamblers Anonymous (GA) by his mother, who in desperation had phoned the local Southampton branch. She explains: "Until he started stealing, I always used to think it was harmless – him playing the fruit machines. It seemed better than being on the streets or in the pub."

Michael now attends a GA meeting every week and lives with another GA member. He hadn't gambled for a few weeks but his success is very much on a day to day basis since he admits the compulsion is still there.

'If you're young and impressionable, it must be like a glittering fairyland . . . every direction you look it's stimulating and attractive.'

At a conservative estimate, there are at least 1,000 other youngsters like Michael throughout the country. These are the ones where gambling has become such a problem that they have been referred to GA – either through probation officers, social workers, parents and very occasionally, teachers.

But for each of these youngsters, there are many others who are regularly playing the fruit machines, a situation which has escalated over the past two years to such an extent that GA is now looking at special steps to help young gamblers.

At its annual conference last summer, where for the first time there were half a dozen young gamblers and their parents, a vote was taken to set up a junior section of GA. The first group to be formed (in London) was soon receiving calls at the rate of 100 a week, although only a handful of youngsters ever attend the meetings. Others among the 100 GA branches outside the capital are thinking of following suit but many are continuing to try to get youngsters along to adult GA meetings as they have done in the past.

In schools, however, gambling is still rarely taken seriously. Roger Markman, a religious education teacher in Manchester, who three years ago produced a teacher's pack for GA on gambling, says: "The tendency is to think of it as an amusement. Talk about drink or drugs and teachers get really worried, but gambling they see as being zero on the scale of social problems. Few teachers seem to realize the kinds of things it can lead kids to do."

He became interested in gambling six years ago when, shortly after qualifying, he went along to a talk given by a GA member. Then, he saw it as an area of work on social issues; now, he also sees it as a potential problem among his pupils.

He points out that all the youngsters who play the fruit machines – and it could be as many as 80 per cent of secondary school pupils – are at risk of becoming compulsive gamblers. At the end of the day, he admits, it is only in 1 or 2 per cent that it becomes a problem, but he warns that those few are hard to spot since there is no obvious stereotype in compulsive gambling. In his own career, he has come across fourth and fifth-formers who are already hardened gamblers. At his first school he remembers a pupil who regularly put £30 or £40 on the horses, sometimes taking home winnings of around £100.

"One of the teachers found out because he was a racing enthusiast himself, although not with a gambling problem. But the child didn't get into trouble while at school because the teachers used to think of it as just an amusement," he says.

At another school, he came across a similar situation with another pupil and again he found that the teachers tended not to take the boy's betting seriously. He remembers sitting in the staffroom with his colleagues, discussing the case, when one said: "If only he could remember his history like he remembers his jockeys."

But in spite of his feeling that teachers need to see gambling among their pupils as a potential problem, he recognizes that it is a mistake for them "to jump in thinking I'm going to spot a problem and tease it out".

In his own experience, those youngsters who do gamble excessively will never normally admit to it, and the only danger signs are stealing and truancy, which often tend to be dealt with as problems in themselves.

One teacher, who is himself a compulsive gambler and GA member, recognized the problem in one of his sixth form, but short of admitting to his own situation, he was unable to get the pupil to confide in him.

Roger Markman believes that the only way a teacher can handle gambling among his pupils is to bring gambling itself out into the open; teaching it, discussing it in the classroom and spelling out the effects it can have, not only on the individual but also those around him.

There is however very little textbook material. In a few books on social issues, such as one called *Mind Out* where the topics are approached in play form, gambling is handled along with drugs, drink, crime and sex. GA with its teachers pack is the only source of more detailed material.

Roger Markman has designed the pack which includes a tape and slides, questions and notes, to cater for anything from one or two lessons to a full term's work. He has for example used it along with speakers from GA and from the families' support group, Gam-Anon, as part of a fifth form CSE course.

But not only does Roger Markman hope that by discussing gambling, youngsters will come forward with their own problems, he also aims to foster an understanding among all pupils – particularly the girls, who although less at risk as compulsive gamblers, may one day find they are married to one.

It is a difficult task as members from GA are the first to admit. Forty-five year old Derek, who started betting on card games and horses as a teenager, says: "How can youngsters relate to what they hear from me and other GA members? They don't understand a criminal record, 27 jobs and twice divorced. They don't believe it will happen to them."

He believes that although gambling may start while the youngsters are still at school – "there are kids playing cards for money at 12; for peanuts but that's how it starts" – it doesn't really become an obvious problem until they leave. Often he finds that a youngster is protected by his parents who are willing to hand out small sums of money and who refuse to see playing fruit machines as a problem.

Such attitudes, he says, make it difficult for teachers or GA to help the young gambler, while even those who are eventually forced by desperate parents to go along to a meeting, attend the first one and then rarely go again.

The London group, for example, which meets every Friday at a community centre in Victoria, has only one or two regular attenders and sometimes no youngsters turn up. But GA's strict rules of anonimity make it virtually impossible to put pressure on them to attend.

"And let's face it, most kids enjoy playing the fruit machines," Derek says. "A youngster doesn't want to stop. He enjoys going to the arcades with his mates. He feels 10-feet tall when he puts his money in and the machine pays out £2. Everyone looks round. He's the centre of attraction because those machines are designed to pay out as loudly as possible, so everyone knows you've won."

Roger Markman is equally aware of the excitement of the arcades for his pupils – not only with the fruit machines but also the video games. He says: "If you're young and impressionable, it must be like a glittering fairyland. Every direction you look it's stimulating and attractive."

Last year, four London boroughs, including Westminster which takes in the arcades of Soho, set up the Amusement Arcades Action Group to put pressure on the Government to tighten up the 1967 Betting, Gaming and Lotteries Act.

They say that at the moment there is no restriction on age or opening hours and no real control over the licensing of amusement arcades. Over the past few years, they claim that the numbers of arcades in Westminster have more than doubled while in other boroughs, which have never had arcades in the past, there is now one in almost every high street.

'. . . when he puts his money in and it pays out £2 he's the centre of attraction because those machines are designed to pay out as loudly as possible.'

Concerned local authorities have voluntary codes of practice with amusement arcade owners restricting youngsters playing, but they are difficult to enforce. Indeed, even where it is illegal for youngsters to gamble such as at the race-track or in a betting shop, GA says that bookies often turn a blind eye to those under 18 placing a bet.

"Given the situation at the moment, what is amazing is not that there are children in difficulty with gambling problems but that there are not more children in difficulty," says Dr Emannuel Moran, senior consultant psychiatrist at Chase Farm Hospital in Enfield.

Chairman of the National Council on Gambling, a watchdog organization which liaises with the gambling industry and of the Society for the Study of Gambling, he is currently doing a survey of gambling habits in schools in North London.

Involved in the treatment of adult gamblers for the past 20 years, he has over the past few become interested in youngsters who are gambling, explaining: "We have to begin treating gambling much earlier. When you're treating someone in their forties, it's like locking the stable door – because one of the things which has come out over the years is just how young they start."

But until the money runs out, most young gamblers seem to go unnoticed. And even when the problem has been spotted, it is still a long way to go for a "cure".

Michael admits to being one of the lucky ones. He says: "I want to stop gambling because I want to stop ruining my life. I'm only 17. I want to stop now while I can. I look around the room and see fully grown men ruining their lives – breaking up marriages. I don't want to go through all that."

The teachers pack on gambling can be ordered through Gamblers Anonymous, 17/23 Blantyre Street, Cheyne Walk, London SW10.
Mind Out *by Jane Moran is published by Edward Arnold Publishers, 41 Bedford Square, London WC1B 3DQ.*

Photo: Laurie Sparham

Teaching should be dangerous

Once a teacher...

Susan Thomas talks to Brian Glover, the National Theatre player and voice of hundreds of adverts who used to combine professional wrestling with the teaching of English literature

You don't often get to hear Shakespeare over breakfast in Soho. It depends, of course, on who you eat with and what you talk about. I breakfasted with Brian Glover, the National Theatre player, and we talked about luck.

"*Have* I been lucky?" he asked himself, narrowing his fighter's eyes and thoughtfully mangling a croissant. "Yes. But then I also believe there is a tide in the affairs of men that taken on the flood leads on to fortune. And when it floods you've got to be on your surfboard and quickly. I have never," he said, prodding the air with a sturdy forefinger, "been one to say I can't manage tomorrow."

Brian Glover, actor, playwright and voice of a thousand ads, used to be the Barnsley schoolmaster who taught a five-day week and then managed a three-day weekend wrestling on the continent. He did that for seven years until, following that unforgettable performance as the games master in the film *Kes*, he landed a West End part. That was the start of a second multi-faceted career with every moment accounted for.

"How do you feel about tomorrow?" he had asked when I rang. "Right. I can manage 9.30 am. Meet you at the patisserie by the French Church?"

And he did. Shaven head flat-hatted against the cold, bull neck scarf-wrapped, a compact mass of controlled energies and channelled aggressions – every inch a solid northern PE teacher or one of Henry's ll's heavies.

Over coffee, croissants and the odd mince pie, we discussed the route from Longear Central to the London stage. "I never did teach games you know," he said wryly. "Everybody thinks I did because of *Kes* but actually that was Barry Hines, the author, We taught at the same school. He really was the games master – I just modelled my performance on him". Impossible to tell if he's joking.

Instead he taught English literature and loved it. "Making the subject come alive for kids, taking risks, with language and emotions, always teaching on a knife edge. I was never afraid to take chances. And I was good.

"We got a lot of pleasure out of embarrassing the local grammar school with our O-level results. We got kids, some who could hardly read through that English literature exam. The grammar had a lot to answer for the way they'd just abandon their bottom stream kids."

Any challenge he missed on the playing fields of Barnsley, he found in the stadia of Europe. Every Friday night mild-mannered Brian Glover went into the staffroom and Leon Arras, international wrestler from Paris, came out.

"I had it to a fine art . . . leave school at four, car to Leeds airport, reach London by six and be on the plane for Paris by 6.45. At 8.30 I'd be in the ring of the *Cirque d'Hiver* and off again by train to Basle or Zurich in the early hours of the morning.

"We'd wrestle there in the afternoon, train back to Paris – always got seats" he recalls with grim delight, "wrestlers are terrible people for intimidation – we'd be at the *Elysée Montmartre* early Sunday afternoon. Sunday evening I'd fly back and be in the pub by 9 o'clock."

The locals refused to take his tales seriously and the school pretended it wasn't happening. "At that time even jeans and facial hair were strictly Non-U in the staffroom. Wrestling was definitely out. But my friends kept quiet and the head turned a blind eye – in any case I was a bloody good teacher.

"Sometimes little piping lads'd appear, 'Is it true you're a wrestler, Sir?' they'd ask. And I'd roar at them, 'A what, boy?' and they'd slink away. That's how I taught", he says gleefully. "Never speak to children. Shout."

He got the name, Leon Arras, early on in his fighting career when a French wrestler failed to turn up and the promoter pushed him on with instructions to speak French. "It became my speciality, talking all the time. Then one day, years later, I was in Rouen and this little old man with cauliflower ears and a typical wrestler's bent arm comes into the changing room. '*Ou est Leon Arras?*' he asks, *ici*, I say. '*Je suis le vral Leon Arras*,' he growls. Too bad, I tell him, he should have turned up on the night. Seems his wife didn't trust English women.

It was inevitable that he would leave teaching. He was earning more from wrestling and when small acting roles came his way – "as they always do for all wrestlers" – the regular hours got in the way. *Kes* was the decider and landing Captain Hardy in Rattigan's *Bequest to the Nation*, that's the start of the big time. It ran for six months and then with a West End production under his belt other things came along and he joined the Royal Shakespeare Company.

There are those who say that any good teacher is partly acting and every good wrestler is doing it all the time. But each is a craft to be learnt with some pain and much application. Brian Glover learnt his courtesy of the RSC.

"Because there's nothing to do off-stage at Stratford, the management was terrified we'd all become alcoholics, so they ran classes in every aspect of stage craft. Most people were bored stiff but it was marvellous for me." He had a year with the company and toured the States with Richard III.

Film parts followed including *Brannigan* and *Trial by Combat* and television, *Shakespeare or Bust*, *Midsummer Night's Dream*, *Porridge* and he was invited to join the National.

In the odd moments wedged between rehearsals, performances, writing sessions and press previews, are the commercials. That solid, dependable North Country voice is a gift to the ad-men. "Ah'm the Brewgaffer in charge of the 2,000 perfect perforations in every tea bag," he said, lapsing into broadcast Barnsley "and there's the bread that's better wi' nowt tekken owt." He is also the Lotta Bottle supervisor, a sort of cuddly, home-brewed Telly Savalas.

He began writing television plays six years ago. "I was always the one who wrote the school play. Then you're in something like *Dixon of Dock Green* or *Simon Templar* and you think 'I can write better stuff than this. And of course you can't. It's all crafted.

"I kept writing them and they kept turning them down until in the end I got two accepted at the same time, one about wrestling and the other about dog-fighting . . . always write about what you know! After that, it never really stopped.

"Then the BBC asked me to write some plays for schools TV. Now that was interesting. I'd never been subject of rigid constraints before – characters, subject matter, moral tone. For instance I wrote a play about some apprentice footballers. These two lads go into the locker-room to see what they can steal. They open this old man's locker and inside it's full of football memorabilia. One of the lads realizes they're all his treasures and they shut the door again.

"Now I thought it was a good story and the producer thought it was a sound moral tale but the educationists said no – if the locker had been full of diamonds they'd have taken them." Another play, this time about a young Indian girl who falls for a West Indian boy, posed a dilemma for the immigrant community because it flew in the face of tradition and arranged marriages. "When you write a Play for Today there are no constraints at all."

And I had the feeling that he would like schools' television to live more dangerously – let in the real world first and discuss the morality after.

Does he ever get back into school, I asked. Never, he said, though he has a sneaking suspicion that if he did, he would find things a little changed. "I'm afraid I'd open a cupboard somewhere and find some little shrivelled-up woman still teaching Theorems!

"We waste so much time on pointless subjects. I have never in my life had to use a simultaneous equation, have you? As for calculus and all that differentiating. . .!" Words failed him and he was obliged to order yet more coffee. "I'd like to see schools much more Europeanized. We should be teaching our kids to speak French and German as a first priority.

"Standards are dauntingly high too these days. What they do for A levels now would have got us a degree. I suspect that in attaining those standards too many other things are going to the wall."

Schools are now so pressured, he thinks, that that most precious commodity, the true teacher, the one who dares pick up a challenge, teach about real life, dangerously, contentiously even, always on edge of losing control and always unforgettable, is at risk of being squeezed out of the system.

"It is so easy to teach neat packages of facts – test at the end of the lesson – 10/10 all round. Everybody's happy, teacher, pupils, parents. And what have they learnt? Nothing! We have to open up the classroom, let the real world in ... that doesn't come in tidy parcels. We've got to take risks.

"Nothing of any value is ever achieved without danger" he said. "It's like fighting John Wayne in a movie. You never know when he was going to hit you for real, and if he did, whether his toupée would fall off."

There being no way of following that, he muffled up against the wind and disappeared to present his latest unconventional script, *Daley Thompson's Bodyshop*, to the ladies of the women's press.

The sports master, lovingly modelled, Glover claims, on the book's author, Barry Hines

Photos: Laurie Sparham

Scratching the surface

John Sturt looks back on ten years of striving towards equal opportunities

'If it were only possible to arrange child care courses for one sex, it would have to be for the boys'

We were reviewing our progress on equal opportunities for boys and girls recently, and there was no dodging the fact that there were more failures than successes on the record. It can be very sobering to look back on a decade in which one has striven for change, and to measure just how much has come about.

Might a woman perhaps have done better? In fact, I beat no women for the job, for that short list of 10 years ago was all male. Today there would at least be a token woman among the six; a tiny advance which perhaps mirrors our own achievements. Sexist prejudice was in the open in those days. It was common to hear the opinion expressed that women had less ambition, relied too much on intuition, made emotional rather than rational responses and were more difficult to work for. Nowadays the prejudice has gone underground and it is harder to see who the enemy are.

Failure is that much more galling when one has meant well. Our comprehensive was designed from its very inception to resist and counter gender imbalance. The often stated aims of the school make our attitudes clear, the organization underlines our belief in equality of opportunity. Boys are compelled to take on such subjects as fabrics and child-care, at least for a sampling period, girls are obliged to try metal-work and some aspects of engineering; no subject at all has any regulations or pressures to exclude either sex.

We have a higher proportion of female heads of department than of male in relation to overall numbers of staff, the school is managed by people very acutely conscious of the feminist cause, the chairman of governors is a woman, even the uniform is unisex – yet to a substantial degree we have failed.

Most of our friendly, well loved Devonian parents would be startled by that statement. They look on the school as a success. Their daughters (and mine) have been happy at the school and have done as well, in their eyes, as their sons. Our parents come from the complete spectrum of occupations and socio-economic groups. Those that read the educational press will very likely disagree with my sentiments here, and this fact alone is a measure of the tide against which we try and swim; but at least we are trying.

I said earlier that one used to be able to see who the enemy were. While that was so one could measure achievements. Now it is more difficult. Most people in authority at least pay lip service to the aims of equal opportunities, most institutions and organizations protest a general support, the opposition is no longer evident, recognizable, able to be brought to battle. Now the enemy is concealed in ambivalent attitudes and often, sadly, is wearing skirts.

This was brought home to me last month when I was reviewing with short-lived pleasure the numbers of children embarking on computer studies courses. For the first time girls opting for the subject marginally outnumbered the boys, and I was a good deal closer to euphoria than a shrewd old head should find himself. When I talked to the pupils I discovered a fact that was dismally deflating. Three quarters of the girls who hoped to work eventually with computers saw themselves as manual operators, while about three quarters of the boys saw themselves as future programmers or executive users of the machines.

No one had fed this scenario to them and they had been following identical courses in mixed groups. It all stemmed, quite obviously, from self images which had been with them for a very early age.

Some of this villainy can be traced to textbooks written when microprocessors in schools were unheard of. The *Janet and John* series, particularly popular in the primary sector when these 14 year olds were tiny and starting school – and still in use in some areas – was an outrageous source of gender role reinforcement.

Even more worrying, and far more difficult to do anything about, are the attitudes that prevail in the generality of our literature, on which so much of secondary level English teaching, compulsory for all children, is perforce founded. Nearly all English literature, from Chaucer to the twentieth century, is male-dominated and reinforces the concepts of the male and female role traditions. It is interesting, and depressing, to note that female authors are every bit as bad in this respect as their male counterparts.

There are plenty of books about women, of course, and books with heroines: but few of them break the long established mould. Shaw is perhaps the exception, but is seldom set by examination boards. Jane Austen offers some comfort in *Persuasion* to those who have the subtlety to see her point. Mrs Gaskell and George Elliot occasionally raise a flicker of hope but do not sustain it. Some of Charlotte Brontë is not much more than up-market Barbara Cartland, and a book like *Jayne Eyre*, avidly consumed by every fairly literate adolescent girl in the Western world, probably does more harm to the feminist cause than most books written by men.

The areas of the curriculum that cause us special concern at the moment are not just subjects in which girls are not taking the advantage they should. The action for equal opportunities must apply to both sexes and the overall situation in which girls, and later women, are at a disadvantage stems from the typecasting of girls' subjects and boys' subjects. Hence we are very concerned that needlework, or its more modern derivative, fabrics, can attract only four boys in a group of 22 once the compulsory years are over; though cookery in particular and home economics in general have to some extent crashed this barrier. We only have 10 boys doing the O level course to something like 40 girls, but in one of the CSE sets there are actually more boys than girls this year.

Another worry is that technology does not seem to be able to attract girls once they are past the compulsory stage. The micro-electronics area of the course certainly should do so. It is clean, involves nothing heavy, favours small nimble fingers, and many aspects of it have a particular relevance to the kind of home gadgetry with which girls and their mothers are nowadays substantially surrounded. Perhaps this will improve once we succeed in building up the number of girls in the examination physics sets and when we begin to achieve for girls something comparable with what the boys manage in the matter of O level chemistry success.

I thought 10 years ago that the key to this whole area lay with mathematics, and I think I will yet be proved right. At that time we instituted an individualized maths programme which largely does away with the normally intense classroom competition for teachers' time and attention.

Recent research on this topic seems to indicate that boys compete more successfully for the teachers' time and attention than do girls, and that their greater aggression wins for them a bigger share of the spoils of learning. When all the children are working at their own pace on their own programmes, and come to the teacher at different times on a one-to-one basis, the more overt competition is filtered out.

We thought 10 years ago that this would develop into a plus factor for the girls in the matter of the number taking and succeeding in maths. Progress has been slow but there have been some significant advances. As far as O level is concerned, we have reached the stage where 50 per cent of our candidates are girls, as they should be. With A level the best we have managed is 33 per cent girls, though this does represent an increase of about 5 per cent over the last 10 years.

It is in our personal, social and moral education programme that we have perhaps tried hardest to encourage a degree of role reversal and reverse role understanding. Without such progress, public, parental and pupil prejudice will never be broken down, as it must be if we are to succeed in the equal opportunities field.

To this end we ensure that our sex education groups and our family planning discussions are taught as a matter of principle in mixed classes, as is the work on personal hygiene. For example, in a discussion group on the problems associated with menstruation, the value to the boys – the real purpose of the exercise – is greater than to the girls who tend to know it all already. The genuine enlightenment of the boys owes a lot to the fact that it is a mixed group within which the subject can be treated in a natural and matter-of-fact way.

That we compel boys to do some elements of the child-care course has been criticized in some quarters as irrelevant or even insulting. Nothing could be more stupid. The boys are fascinated by it and it is marvellous to see the rougher and tougher male element humanized, tender and caring when handling the tiny babies our helpful team of young mothers bring in to school. If you could see such normally clumsy lads, all macho bravado forgotten, coping with infinite care with the handling of a slippery and possibly wailing infant, you would probably agree with me that if it were only possible to arrange this exercise for one sex, it would have to be for the boys that we should provide it.

We try to break down gender role prejudices in other areas also. Physical education groups are mixed for such activities as "keep fit", "disco dancing", trampolining and gymnastics. Many games such as hockey, basketball, volleyball, badminton and tennis can accommodate both boys and girls. In community service we make a point of sending boys to help in preschool playgroups and girls have done good work in conservation schemes, digging drainage ditches and doing forestry work. Both sexes have combined to work with handicapped children and in the geriatric wards of hospitals.

It would be silly to pretend that all has been failure because one has fallen short of one's aims. There have been successes, but the general advance has, sadly, been slight. I should have been more realistic about the time scale of things, and this is what I hope the public will now understand. If in 10 years, with firm intentions and apparent power for managing change, we have achieved so little then real progress in the advancement of equal opportunities on a national scale will certainly take 50 years and perhaps a century. We must face this fact and refuse to be put off.

If we come to understand the magnitude of the task along with its importance, appreciate the time-scale and resist the pessimisms associated with short-term failure, future generations in education will eventually succeed where, with the best will in the world, we have only scratched the surface.

John Sturt is the headmaster of Knowles Hill School, Newton Abbot, Devon.

TALKBACK

Working together

DAVID CLARKE

I was interested in the article by Ann Fitzgerald on the federation of two small schools in the Cotswolds ("Two's company", March 9) as I have for three years been involved in a cooperative scheme with several neighbouring east Devon schools.

As more small schools suffer the effect of falling rolls (more than 90 in Devon have fewer than 50 children) and reduced staffing, and begin to wonder what they can do about maintaining their viability, increasingly, the idea of cooperation, or federation, is the solution put forward by local authority advisers.

Ian Jones, subject of the "Two's company" article, confesses he is not sure he would have taken on the federation mantle if he'd known how hard it would be to get the idea established, and our experience reflects that difficulty. We are four rural schools, within 20 minutes travelling of each other. Our numbers initially ranged from 26 to 55.

My own school, Aylesbeare, and two others, Woodbury and Woodbury Salterton, started cooperating in 1981. Our first steps were based on the realization that we were similar in size and staffing; all admitted curriculum deficiencies as well as strengths, we liked the idea of working together regularly; we got on well professionally and socially. The l.e.a. supported us and we worked out a pilot programme which involved the juniors visiting each of the other two schools for specific curriculum enrichment.

The organization was complex, particularly that of the travelling, but we persevered and it worked; staff were motivated, children found it refreshing. Since then we have been joined by East Budleigh, and our programme involves various exchanges between staff and pupils, usually on one day a week.

Ian Jones also talks of parental affirmation and community approval. This is desirable, but hard to achieve. Rural communities vehemently defend their schools and want their identities preserved. Small school heads planning cooperation should consider this in their approach to their staff, their parents, and their governors. Wary villagers may see only a confused picture, that of schools "doubling-up" for mutual support and survival; some even see it as a prelude to closure. These ideas need to be sensitively corrected.

Some authorities seem to seize on the idea of cooperation as a panacea to depressed schools trying to cope with few staff, few children and little of anything. This is a danger, for organized sharing requires commitment and strong staffing to succeed.

Ann Fitzgerald mentioned Yorkshire and Cambridge as having considered and tried federation schemes, and there have been some successes; Norfolk, with its "clusters" of schools; Northants, with its advisory support teachers; Wales, with groups of schools working together, and so on. There are myriad methods, and it's all innovative stuff, particularly notable in view of parochial distrust, and villages where the continued existence of the local school is such an emotive issue.

Like Ian Jones I am cautiously confident. We don't just move children about: that *can* be counterproductive. We exchange staff as well, keeping the children in their own environment. We also try to cooperate only for good reasons; basically, to make better use of resources and skills.

As Ian Jones says, cooperation is not an instant remedy; it is hard work, sometimes problematical. At best it broadens the curriculum and improves the quality of teaching – at worst it is confusing, tiring and difficult, but it can work. If you're thinking of trying it at Witsend Primary or wherever, I say go ahead, but proceed with caution, consider your motives and carefully work out your methods.

David Clark is headteacher of Aylesbeare C P School, Devon.

Private lives

LIONEL KING

Some people have good reasons for seeking a greater degree of privacy than others. One can understand royalty, actors, pop stars, sportsmen and broadcasters taking precautions to protect themselves and their families from the assumption that they are public property. But is there a case for people engaged in education insisting on privacy to the point of anonymity?

The telephone directory lists only a handful of the staff of 300 or more of the college where I work, almost all of whom have a telephone. They have joined the latest cult – the ex-directory set.

Once I looked in at the college during the long vacation to pick up correspondence and found myself invigilating an exam re-sit. One student was involved, a sad-looking Chinese, who had been hanging about for five hours while his paper was located. As I sat in the library, regretting the case with which I had been talked into this chore, I glanced at a copy of the exam paper. I was stunned to find that page 2, which should have contained section B, was page 1 and section A reproduced. The exams clerk could not trace the original paper or contact anyone in the student's department at another division two miles away. By chance the examining lecturer's name was identified.

When I rang him, a lady answered without confirming the number, another increasingly common and irritating telephone habit. I stated my business. She retorted that although her husband was home, he was "on holiday". He would not come to the telephone. I emphasized the urgency of the situation. Noises off at the other end suggested this was being relayed. No, he would not discuss college business during the vacation.

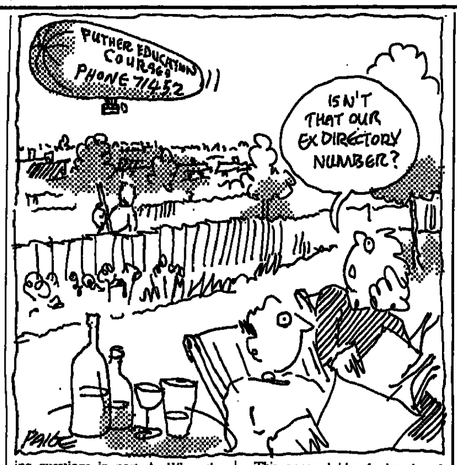
I could hardly believe this exchange. Meanwhile the student was beavering away. The moment I had been dreading came. Where was Section B from which he was asked to answer three questions? My inspired advice was that he answer the remaining questions in part A. When the exam ended, the admin staff had long since departed, leaving me with the dilemma of what to do with the script. The next day I posted it to the head of department concerned, with a brief explanation.

In the first week of term, I was asked to report to the head of department's office. I sensed something was wrong. Had Huan Hung Lo complained? I later discovered his course fees were over £1,000: he had every right to complain. Perhaps renewal of his residence permit depended on his passing the exam. But I was mistaken.

"My information is you attempted to make contact with one of my staff at his home during the holidays", he opened abruptly. I referred him to my note. The charge was repeated. The word "attempted" was given special emphasis. I began to wonder what the consequences might have been had I succeeded.

"How did you contrive to get his number?" he snapped.

"From the directory". I replied.



This annoyed him further but I seized the initiative. "I expected aknowledgement for putting myself out. I just happened to be in college. I was on holiday too."

"I'm not concerned with that", he scoffed, "you've no business ringing a senior member of my staff at his home on his private number."

Staffroom reaction was hostile as well. There was no support for my contention that I had acted in the interests of the student. Holidays, and telephone numbers (even if listed in the directory) are, it seems, sacrosanct. The examining lecturer, predictably, soon went ex-directory.

We must have privacy. We are all entitled to a life away from our work. But should there be a high wall between the two. Even the right of privacy can be abused. People are finding in it a veil for hiding incompetence. It is becoming a subterfuge for escaping responsibilities and obligations.

Lionel King is a senior lecturer in a Midlands college of further education.

Micropower to the people

KEITH SHARPE

Because the school imposes an academic curriculum deriving historically from the culture of the upper classes and at present embodying largely middle-class attitudes and values, it is felt to be alien by many working-class children whose real world and real selves are located outside it. The work they do in school is done under duress; it is boring and tedious; to show interest or profess a liking for it is tantamount to treachery.

These are obviously generalizations, and very familiar ones, but they continue to be statistically significant and to have profound consequences. The sad waste of talent caused by this cultural gulf has long been the subject of lamentations and all the multifarious educational innovations aimed at bridging it from 1944 onwards have foundered on this obdurate social rock.

Recently, however, and quite surreptitiously, a real change of heart has begun in many schools among many children, a "de-alienation" of the alienated brought about by the introduction of microcomputers. For unlike books and writing, the micro is not a feature of middle-class life divorced from the main preoccupations and concerns of the working-class child.

Its ancestry is firmly rooted in mass culture. It has an unimpeachable populist pedigree. It is a machine, a practical object to be handled and worked, not just conceived of in the abstract. It looks like that tabernacle of popular culture, the television, and you can feed programmes into it just as you put tapes into a video.

One near relation in the micro's family tree is the electronic fruit machine and another is the space invaders game. For large numbers of children it has come into the classroom like the proverbial fairy godmother whisking them away, Cinders-like, from subcultural repression and transporting them to a home from home where, now on their own ground so to speak, there are opportunities to show what they can do and to shine.

Unlike Cinders, though, for these children there need be no midnight deadline. The microcomputer in education is here to stay because the computer in society is here to stay, and we have yet to see the long-term consequences of it for our expectations of what children of all ages and social backgrounds are capable of.

Already teachers are being surprised (and not a little nonplussed) by what some pupils are achieving. For while the micro is perceived by children as a fun thing, as something they would freely choose to occupy themselves with outside school, it nevertheless demands from them and develops further in them those very academic virtues from which the traditional school curriculum can so disastrously alienate them, notably numeracy, literacy, logical reasoning and the scientific method. Some children are also acquiring an artistic sensitivity they might not otherwise have had through their concern for the screen layout of the games programmes they write.

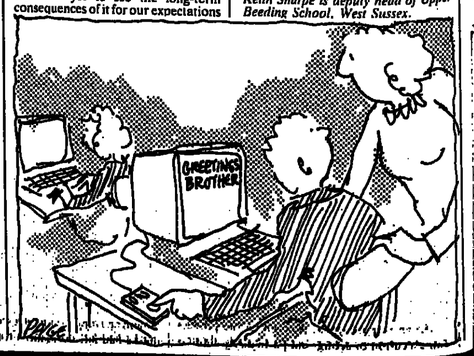
This revolutionary potential of the introduction of microcomputers into schools has hardly been considered. This is no ordinary educational bandwagon rolling into the limelight only to trail off again in the wake of programmed learning, TVA, the integrated day and the rest. It is part of an irresistible, society-wide metamorphosis as portentous as the invention of printing. Micros are transforming not only the nature of education but also the distribution of educational opportunity.

Working-class children, who previously threw the baby out with the bathwater and rejected academic values because the curriculum and lifestyle in which they came wrapped up did them "symbolic violence", are increasingly coming to cherish the baby. They now want to know about syntax, punctuation, functions, integers, deductive logic, modular arithmetic, coordinates, etc, because they want to be able to work the micro. They are prepared to spend their own time becoming expert in these subjects.

Conversely, some middle-class children who have always managed to identify themselves to teachers and examiners as educational attainers by virtue of their elaborate, sophisticated and "correct" use of language are being revealed as something less than profound thinkers by the hard logic of the micro which cannot be hoodwinked because it responds only to intellectual and not to cultural capital.

There is a certain historical irony in working-class alienation being dispelled by a machine. However, today's descendants of nineteenth century wage-slaves are no "mere appendages" of the machine; quite the reverse. In a very real sense the micro is an appendage of the child-user's brain creating for him not economic but educational wealth.

Keith Sharpe is deputy head of Upper Beeding School, West Sussex.



Inspired skills

LYN SMITH

Over the past few weeks there have been several articles attacking the "behavioural" or "checklist" approach to work in the humanities/literature/language area of the curriculum. Some of these, though undoubtedly clever, have been decidedly immoderate in what they consider their iconoclasm: they would throw the baby out with the bathwater. I'm making a plea for a more eclectic attitude.

No one would dispute with Geraint Lloyd-Evans (Talkback, *TES*, February 17) that infectious enthusiasm for one's subject that galvanizes the whole class is the ideal for generating the spirit of intellectual inquiry that he and his advocate, Frank Palmer (Talkback, *TES*, March 9) exhort us to "rediscover". But I would be idealistic enough to suppose that most subject teachers still do enter the profession aspiring to fulfil this role. It is not old-fashioned, and never will be, to "pledge allegiance to education as an end in itself", as Frank Palmer so sourly observes. It's all a question of means and ends.

The whole point about the "behavioural" approach is that you do what you find works: far from being doctrinaire, it's empirical. Of course, like any other method, it is travestied in unsympathetic or insensitive hands and becomes a blunt or even counter-productive instrument. But surely any method is only as good as the person implementing it? Messrs Palmer and Lloyd-Evans travesty the skills approach, and I'm sorry if their personal experience has confirmed their natural prejudices, but it doesn't have to be as they suggest.

I have moved from the public examination setting of grammar school classrooms into a language unit for children with special needs via a speech pathology and therapy degree. Our children do not intuit from "enriching" experiences as in the Palmer/Lloyd-Evans model: they need guiding in very small steps. A training in task analysis is invaluable. Now, while this is, certainly, a highly specialized setting, I firmly believe that a similar approach has a much wider potential in mainstream schools, and certainly for children there who also fail to intuit readily, no matter how enthusiastically rich experiences are presented to them.

Anyway, as in the American high school system, there is no need for every course to be so modelled: letter, report, application, advertisement, reference, brochure-writing can all be handled this way and no damage done. Similarly, interview techniques and role-play can be practised. Such activities, so learnt, can be channelled back into the literature side of study and the latter is not diminished by it, if it is imaginatively handled. In the last few years I have filed many inspiring articles from *The TES* along these lines, based on what I'd judge as impeccable classroom practice.

Who are these unfortunate colleagues of Messrs Lloyd-Evans and Palmer whose "greasy Masters-and-Johnson" techniques have so alienated these worthies? Could it be that the boot is on the other foot? That the gentlemen are too inflexible, or consider themselves too elevated to learn from what others have to offer?

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With hindsight

Hugh Hebert on truth and legend in wartime Britain

The World We Left Behind: A chronicle of the year 1939. By Robert Kee.
Weidenfeld & Nicolson £11.95. 0 297 75287 8.
Speak For Yourself: A Mass-Observation Anthology 1937–49. Edited by Angus Calder and Dorothy Sheridan.
Jonathan Cape £12.50. 0 224 021028.

Polish cavalry charge panzers with lances, September 1939. From "The World We Left Behind".

Early in 1939, after the Metropolitan Police had been trying out different kinds of air raid siren, one contributor to the letter columns of *The Times* wrote querulously to complain that the warbling sound that had been chosen was too depressing and miserable. Something more inspiring was needed, perhaps one of those splendid old bugle calls, like "The Charge", or "Prepare to receive cavalry". In the state of Britain's readiness and will at the time, about the only welcome it could have offered cavalry was stirrup cup. For most of the year, the king of ambiguity and ambivalence ruled.

During the Commons debate on armaments in February, Neville Chamberlain commented that if it was true that "others have no more intention of aggression than we have, then the conclusion we must come to is that we are now piling up these ruinous armaments under a misunderstanding. I am very much inclined to believe that there is a great deal of truth in that statement".

That day the King launched the battleship named after his father George V, and the Admiralty ordered two more vessels of the same type. The *Manchester Guardian* scratched its head and muttered: "It has always been a mystery how Mr Chamberlain can on the one hand order huge armaments . . . and on the other apparently erase from his mind at will the events which explain his action."

Looking back now, of course, it is less of a mystery, but in his chronicle of 1939, Robert Kee has tried hard to exclude hindsight, to show us the year as it unrolled before the British people at the time. And most of them had begun the year with a dose of the cheapest sedative in the locker, hope.

It did not last long, of course – March was the cruellest month, with Hitler occupying Czechoslovakia before he turned towards Danzig, and France finally victorious in Spain. But perhaps hope did last a little longer than Kee implies. War went on in China, but that was even further off than Prague. Rumours came closer at hand: Sir John Anderson's shelters had been ordered, or you could have one made to measure by Glazier and Sons of Saville Row, whose expert had been to Barcelona to see what Mussolini's bombers could do. Later there were to be individual shelters for the guards round Buckingham Palace, which was much like issuing them with suits of armour from the Tower. Maybe the expert who took that decision had not been to Barcelona.

Kee throws in these wry details, along with accounts of the murder trials of the day, and such guides to public opinion as polls on appeasement.

Yet the suspicion lingers that he has not taken enough account of the selective blindness that afflicts us all in reading newspapers – which are virtually his only source.

Few could have remained wholly ignorant of what was happening to the Jews in Europe, or of the hugely popular Royal Tour of Canada and the US, where one Washington observer commented of Queen Elizabeth "Give her a crowd and she mows them down."

But were those same readers keenly aware of, say, the violence in Palestine itself, where the Arabs were in revolt against Jewish immigration and the Jews against a British policy that looked as though it might be turning in the Arabs' favour?

The answer is probably Yes if they were readers, like Kee, of *The Times*, *Manchester Guardian*, *New York Times*, *Observer*, with the occasional dip into the *Daily Telegraph* or the *Express*. But most newspaper readers then as now were between quite different sheets. In April 1940, one of Mass-Observation's observers in the RAF sent in a report under the jargon-ridden title "Opinion-forming material impacting upon conscripts" that suggested that over 60 per cent of the newspapers bought by the men in his camp were *Daily Mirrors*. The *Daily Herald* came next, about 15 per cent, the *News Chronicle* about 7 per cent, and maybe 3 per cent for the *Telegraph*. "I have not seen a *Times* or a *Daily Sketch* in the RAF since I was called up."

"The pseudo-scientific pretentions of some of M-O's 1,000 or so volunteer observers were sometimes rather absurd – one in Calder and Sheridan's gleanings from the M-O archives used the biological symbols every time instead of spelling out "man" or "woman".

But in the more general sense, the aims of M-O when it was founded by Charles Madge and Tom Harrison were genuinely scientific, to amass facts on a vast scale about what the society of their time was really like in every possible aspect, and to lay down specific lines of inquiry. There were major investigations on topics as vague as Aims In Life, and Happiness, and Youth, and as limited as Bird-nesting. There were also the huge volumes of diary jottings – or sometimes pieces of finished, polished prose that made it clear their authors had joined M-O as a form of self-expression, not as a quasi-scientific endeavour.

Women were often much more skilled at conveying atmosphere, the mood of social interaction. But the most extraordinary exercise of all can surely only have been dreamt up by a man or men: an attempt by several groups of observers – if they were not M-O, you would call them voyers – to quantify exactly how much sexual activity of what kinds were in progress over the miles of sands and promenades at Blackpool, a favourite site for Mass-Observation. One group, exhausted by crawling over the sands and dunes, groping to find hidden lovers, stopped at 1am at an all night coffee stall, whose owner began to inveigh against the thousands of disgusting young people who even at that moment, he said, were misbehaving themselves on Blackpool's golden beaches.

From their own weary night's search, the group knew there were just three couples enjoying themselves on the beach. And this, noted the report was "typical of the difference between truth and legend" in Blackpool. It was also the kind of difference – about truth and legend in work, the war, everything you care to name – that M-O in its Orwellian search for the grit of things was very good at finding.

An idealist in the theatre

by Clive Swift

Being an Actor. By Simon Callow.
Methuen £7.95. 413 52440 X.

Simon Callow is a brave actor, bold, sometimes vulgar, and this, for a 35-year-old who has been only 10 years in the trenches, as it were, is a brave book. Part one recounts his acting career, part two – during which I had a sense of *déjà vu* – reports his feelings as he plies his craft.

You won't know him from television or the cinema for the stage has been his stamping-ground. Rapidly he came to prominence as a striking performer, particularly with his Arturo Ui of Brecht at the Half-Moon in 1978. Since then he has been highly praised as Mozart in *Amadeus*, Beefy in *The Beastly Beatitudes of Balthasar B*, and, last year, as Vanbrugh's Lord Foppington. But why has he become an author? What does he have to say?

The answer is a great deal; about the process and execution of acting, but particularly about – as he sees it – the complete dominance of both playwright and actor by the contemporary director. His book ends with a Manifesto urging the restoration "of the writer – whether dead or alive – and the actor to each other, without the self-elected intervention of the director, claiming a unique position interpreting the one to the other". Fine if not original words (see, for instance, John Russell Brown's book *Free Shakespeare*), which many performers would echo who have not the talent nor the courage to set down.

But precisely how the director is to be shorn of his omnipotence is another matter. Callow urges companies to copy the example of symphony orchestras "who are self-governing, who hire conductors according to what they feel to be their needs and whose members participate in every important decision". Well, this was done by Ian McKellen's and Edward Pethebridge's Actors Company in the early Seventies and from time to time excellent work was the result. But all actors are not equal, either in their performing ability or in their extra-mural capabilities. I think what Simon Callow really wants are more situations in which all involved have the opportunity to create, and I should have thought that in his career, on the Fringe as well as *in medias res* (at the National for instance) such occasions have arisen. Perhaps he too will assemble a democratic Company and put into practise his preaching?

He was trained at the Drama Centre, London, and clearly the teaching of Yat Malgrem ("searching"), Christopher Fettes ("visionary") and John Blatchley, ("practical") has always motivated his work. But it was the "laconic" Doreen Cannon who managed to break through his social inhibitions one memorable day, through an improvised infidelity exercise. Callow became violent and tapped animal instincts that work with masks had left dormant. From that moment, it seems, he has rarely looked back and certainly his book burns with a restless energy.

Christopher Fettes demands *style* from his students and drives them to discover the particular style of every play and place it precisely in its historical context. This is what Callow wants from theatre, rather than a director's or a company's style imposed upon a text. I doubt if, in the rough and tumble of our business, such devout aims are always possible. Still, as with his wish for a time-lapse between first reading and first rehearsal, Callow echoes the great Stanislavsky in his vision of theatrical perfection. Occasionally, in my opinion, marvellous productions are achieved in imperfect circumstances and they do follow the spirit if not the precise letter of the playwright. However, there is no harm at all in having more idealists in our theatre, eroded as it is by ubiquitous television and by commerce.

For readers uninterested in theatrical power struggles there are ample compensations: Callow writes bubblingly and graphically. The aged Michéal MacLiammoir is wonderfully evoked backstage during *The Importance of Being Oscar*, and many directors – the arrogant, the pernickety, the incompetent and the bully – are all there, names and all, quite naked in their characteristics. There too are the exhausting demands made upon a transformer like Callow: the need to "become" (as he saw it) Joe Berke, a real psychotherapist, when *Mary Barnes* played The Royal Court; the need to hasten and lighten his metabolism for Shaffers' Mozart and the need (the fact!) of weighing in at 15 stone for Christopher Hampton's Verlaine in *Total Eclipse*. Understandably the author, like so many of our tribe, bemoans the injustice in a system which balances so much effort, so much thought, in a pair of scales with a newspaper critic's immediate jottings. Nobody values theatre so much as actors – it is their earth.

The second section of the book is a confessedly subjective account from dole to first night and beyond, charting psychological ups and downs during a nine-month West End run. Some of this is old ground, although it becomes clear just how committed an actor Simon Callow is and how little he seems to take to television performance. On film, of course, directors are king, for it is only they who can show what they choose to show.

Character is the magic solution he immerses himself in: "You may know more about the character than the writer does" he says, and this again, via Stanislavsky, is an inheritance from The Drama Centre. At the other end of the spectrum comes the text, and Callow recognizes a character is "what he says and *how* he says it". But Stanislavsky cannot be applied to Shakespeare; "Metaphor is the problem. It cannot be coerced into the activity-towards-an-action straitjacket". It is touching to discover that while in the process of reading all Shakespeare's Sonnets to a large auditorium, Peter Hall, by one word of advice ("the sense is often contained in the second half of the line") illuminates the entire enterprise for him. Directors have their uses after all!

This is a book, then, for people interested in acting. Like his hero, Laurence Olivier, Callow reveals *in being able to act*. But one thing disappoints me: far too little mention is made of group acting, of an actor's need to give and to take from those on stage with him. None of us are one-man-bands, or if we are, the theatre, the very essence of conglomerate talents, may not quite accommodate us.

Clive Swift is the author of *The Job of Acting* (to be reissued on April 12 by Harrap) and *The Performing World of the Actor* (Hamish Hamilton). He played the Bishop of Barchester in the BBC's recent Trollope adaptation, and his next film role is in David Leah's forthcoming adaptation of *A Passage to India*.

ARTS

Unattainable goal

Swann in Love (18)
Lumière Cinema, St Martin's Lane, London WC2.

"Of course . . . it's not *Proust*". Cut out, and keep as the least controvertible statement of the month. If you can get it in first, with an appropriately patronizing tone, it will imply a generous desire to judge Volker Schlöndorff's film on its merits, with, at the same time, your reverence for a writer whose masterpiece has been your constant study since adolescence. As it happens, Schlöndorff got his own disclaimer in before anyone; impossibility of putting Proust on the screen, only an episode from the novel, go and read the book, etc. In short, *Not Swann's Way*.

However, allowing for all that and for the sensibilities of Proustians, there is a good deal of Proust here. At times, too much: only if you have read the novel can you understand the effect on Swann of hearing the musical phrase he associates with Odette; otherwise his reaction to it is liable to suggest a mild epileptic fit. The melody, unheard, was sweeter anyway. But apart from that Jeremy Irons manages to convey Swann's neurotic intensity as he pursues his unattainable goal of possessing Odette, tormented by his fears of her infidelity and willing to sacrifice everything to the illusion of owning her.

As Odette, Ornella Muti is slightly less satisfactory, but only because her dubbing is not up to the standard of Jeremy Irons'. In other respects, she is perfectly cast, and Alain Delon (the Baron de Charlus) gives one of his best performances, allowing us to guess at the character's ultimate degradation. With all this, a highly intelligent script, the photography of Sven Nykvist and plenty to look at in the lavish sets and costumes, the film has merit enough without needing to apologise for not achieving the impossible.

The problem that remains has to do with Proust's world, the marginal society that he redeemed through the magic of his prose. I am not sure that it is otherwise redeemable. A brief coda to the film gives a wider perspective to the story, just as the mute servants, who hover about the central characters and observe their antics, remind us of existences not wholly devoted to the pursuit of pleasure through art, sex and snobbery. Reduced to the language of film, music, love and the refinements of social intercourse seem to mean little except devices to escape from tedium and there are times when, in this account of Swann's day, tedium gains the upper hand.

Robin Buss

. . . even the caretaker

Pinocchio
St Paul's C of E Primary School, Winchmore Hill.

I'd heard of *Pinocchio*, of course, but the ins and outs of the plot were unknown to me before I arrived at St Paul's C of E Primary School, Winchmore Hill. I need not have worried. Their new musical version gave a clear and succinct account of Carlo Collodi's story.

Puppet Theatre 84

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Written by headmaster Peter West with music by Richard Friar, music advisor for the London Borough of Enfield, the show involved not just every child in the school but also most of the staff. Even the caretaker was persuaded into playing a very Gilbertian policeman. A choir from the junior stage sang most of the songs while the elder children took the name parts. At the performance I saw young Esther Adams was a wonderful, tomboyish Pinocchio and more than a match for the world-weary Mr Gepetto, the puppet-carver.

It would be unfair to single out any other names for the production was essentially an ensemble show. Everyone had a chance to shine in at least one set piece; in the rough-and-tumble of the circus (complete with its own cavorting pantomime horse), the ballet Harlequinade or the classroom scene. There was never a dull moment. Even Mr Gepetto's necessary explanations were enlivened by mime and ad-libbed comment to (and from) the audience.

The songs were hummable and jaunty – the show-stopping "Seeing Is Believing" well deserved its reprise – and everyone had a whale of a time. All in all, a very successful, vastly enjoyable large-scale musical for juniors. Messrs West and Friar should consider publishing it without delay. If they don't they are going to be pestered by other schools seeking copies.

Hugh David

Garbled warble

John Messenger on the song of the whales

Horizon: Signs of the Apes, Songs of the Whales.
BBC2, March 26.

When I was a lad, back in the early Pleistocene, there was this thing called radio. One of its charming characteristics was the catch phrase, which served to identify the speaker and became a *sine qua non* for success in that quaint old medium. I remember a comedian, Reg Dixon, always complaining that he felt "proper poorly"; Sam Costa continually asking "was there something?"; and, towards the top end of the market, there was an old geezer called Professor Joad who was always insisting that "it all depends on what you mean by x . . . ?"

Well, rock on, Joad baby: you were right! Here we had 40 minutes of nice pictures and chat about chimps, whales, sea-lions and parrots during which we were told that dolphins "can learn modifiers", that vervet monkeys "really are acting like words", that chimps "can understand grammar" and that humpback whales have a "concept of success". But nobody even attempted to define these terms nor, even hint that there are some fundamental differences between non-linguistic communication systems and language as it is used by man.

All animals communicate with each other (at least occasionally), the sender transmitting information to the receiver along one or more sensory channels: visually chemically, mechanically or even, in some fish, by making electrical signals. The information invariably has to do with the three major problems facing animals: food, danger and sex. But the number of messages about any one of these is necessarily rather limited. Even primates, for example, are only saying things like "I am ready for/not ready for sex."; "Keep off, she's mine!"; "I'm strong and dominant, beware!"; "I'm weak and submisive, don't hurt me!" That is why some scientist describe these systems of communication as "closed": the number of messages capable of being transmitted by such means is finite and limited.

By contrast human language is "open" in that it permits a virtually infinite number of messages to be made. This is because it comprises sets of sounds emitted in varied sequences and always in accordance with clear phonetic and grammatical rules: it is structured. The remarkable variety of messages that any human being, never mind a poet, can transmit suggests that human language differs fundamentally from the signs of the apes and the songs of the whales. Of course humans *can* transmit information extra-verbally but such information is comparatively banal and very limited.

The chief reason for explaining this and thus following Joad rather than Humpty Dumpty is that it would have enabled the producers to get on to the *functions* of communication. But this was not the only failing of the programme which misrepresented as much as it muddled. Take the long and fascinating sequence on the chimps. There were some wonderful shots of Washoe, who taught American Sign Language and who acquired a "vocabulary" of several hundred signs (for objects and actions) after some years of prolonged and intense training. The contentious part of this work is the claim that Washoe sometimes made *combinations* of two or more appropriate signs when confronted with a novel situation, ie she was beginning to "generate sentences".

But such combinations could have been made by chance or for some other reason and when the programme cut to Dr Terrace from the New York Zoological Society I thought we were going to have a sensible analysis of this point. Terrace, far more rigorous than anyone else in this field, worked with a chimp called Nim, who also learned to make sign language very well. Dr Terrace was allowed time to explain how a close study of films of Nim and his trainer revealed that what seemed to be the generation of "sentences" was invariably the chimp's very quick response to subtle cues by his trainer. What was not shown on the programme was Terrace's subsequent demonstration that the mean length of utterance (MLU) of Nim never improved significantly with age, whereas over the same length of time a child's MLU increases quite dramatically. But Terrace's restrained academic conclusions about the status of ape "language" were not allowed to speak for themselves. Instead we had the BBC commentator actually speaking of "the adverse effects of the Nim project" as if Terrace were a crank as well as a spoil-sport.

This kind of television journalism seems rather irresponsible to me but then as I listened to the rest of the programme I realized that it was playing to the gallery of those who get soppy about animals, those who prefer the half-baked to the rigorously tested, and those who are determined to anthropomorphize despite evidence to the contrary. (Why is it currently unfashionable to admit that in some qualities man is unique?)

Other tell-tale signs of superficiality were there: cuts as soon as it got deep or interesting (the treatment of the bees was absurdly perfunctory) and a bouquet of explicit platitudes such as "It is sad that so haunting and complex a sound serves such a simple purpose" – it didn't seem sad to me, but then I didn't expect to find some cetacean Shakespeare under the ice and "What of that old dream . . . to communicate with other species" – *whose* old dream? or "What is it *like* to be a chimp/whale/sea-lion/parrot . . . we may never know".

Right, but what I do know is that whales, chimps and parrots are beautiful creatures that are not to be derided, abused or thoughtlessly slaughtered. But they are no less beautiful or important if we admit that there is not yet any evidence that their social organization is such that they have had to develop a complex, open system of communication of the kind exemplified by human language. They make signs and they sing but then so do many other animals (surely the Bird Lobby must have been up in wings that they got such short shrift, incidentally).

So the pics were super but the message garbled. I wasn't "proper poorly" by the end, but I kept thinking "was there something?".

Ignore the obvious

1982 Theatre Company: Antony and Cleopatra and Othello
A Level Literature Conference, University of Essex, March 28 – April 6.

Whatever 1982 was contributing as a complement to lectures by Joe Allard, Francis Barker, Roger Moss and Gabriel Pearson, it was far from a tired old regurgitation of examination fodder.

Masters of poor theatre, the company creates out of a few yards of shiny red fabric, clever lighting and an atmosphere of military languor – the mess at midnight, heavy with smoke and port – an opulently Edwardian *Othello*. Severe but sensible editing emphasizes the momentum of Shakespeare's (and Iago's) plot. Roderigo, Cassio, Desdemona and Othello, all walking blindly into a superbly crafted noose.

The stronger of the two productions, *Antony and Cleopatra*, casts a male Cleopatra against a male Antony. This is neither museum theatre nor (at least primarily) an *épatement* of the bourgeoisie. Cross-casting is simply second nature to 1982 who (occasionally pig-headedly) ignore the obvious and go for intrinsic qualities instead. (One feels their thin Falstaff or young Lear might be limited but never boring.) Annie Griffin brings a bluffness to Pompey (and to Iago); Liz Kettle a self-contained frost to Octavius, and Neil Bartlett an alien sinewiness to the Egyptian serpent (and a plaintiveness to Bianca). There *is* a shock value, of course, and initially the audience becomes Roman, aghast and fascinated. The casting also does away with that lazy romantic identification theatrical love stories invite: we can observe the eroticism without being vicariously flattered by it.

Sadly, though, shortage of rehearsal time shows in uncertainty with the language – more often a burden to be borne than a vehicle to be driven. Sometimes physical and vocal performance conjoin: in "O, wither'd is the garland . . .", for example, or in Octavius' self-fuelling incantatory catalogue of kings and kingdoms, but the chief casualties are the heroic figures – not that 1982 has much truck with heroes (male ones, anyway). As a result Antony and Othello themselves virtually disappear, leaving attention focused on secondary characters and concerns and an uncomfortable central vacuum.

Jill Burrows

Anthony and Cleopatra and *Othello* (revised with additional material from Giraldi Cinthio's *Hecatommithi*) at London's Cockpit until April 19; workshops and performances of *Antony and Cleopatra* only at Oxford's Pegasus Youth Theatre, May 1–6.

Men of steel

All Our Working Lives
BBC2 Fridays, from today.

Dropstampers, drillers, shipwrights, hammerboys, platers, caulkers, carpenters, riveters. . . The roll-call of shipbuilding trades, poetry to the documentary film-maker, is the casualty list from a hundred years' war of union against union, workers against management and British industry against foreign competition. We lost. The Germans had fewer skills but more machines and fewer union restrictions. The Japanese mass-produced what we built to order; our draughtsmen lovingly shading the wood-grain on each cabin door and showing five elevations of a bacon-slicer.

British management actually encouraged demarcation, did its business on the back of a matchbox and mistrusted anyone with formal qualifications. "All that work was done by hand", by men who learned their craft on-the-job and defended it as their one security in a wickedly insecure and ill-managed industry. The deficiency of the British educational system promises to be one lesson, if not the most obvious, from this fascinating series. We still mistrust classroom learning and think of further education as bingo for the unemployed. Most students on day-release are infected with the British disease which is not laziness, but narrow-mindedness. "Relevant" training is what they will apply tomorrow, never what might be useful next week. And, in any case, what is the sense in study when accent, not ability, has decided who drinks champagne with the bosses and who brown ale with the workers?

Some of our shipyards are now among the most modern in the world and the film ends on an optimistic note, or almost. Others will look at mining, the motor industry, agriculture, textiles, chemicals and electronics. But it was a good idea to start with shipbuilding, among the giants, where the best and worst of working life is magnified. "You had to be a real hard man." The accident rate was appalling. A witness remembers a 14-year-old apprentice killed by a falling ladder, another a man crushed by a steel plate. "Don't talk about the safety when I was here," says one hard man revisiting the yard where he worked, "because I'll only start to cry."

R B

ARTS

Rock around the class

Nick Baker at the National Final of Rock School

Face to Face, from Llanfyllin High School, Powys

The national Rock School final, which has been held annually since 1981, is a noisy celebration of something that many teachers are unaware of. In many of the classes they teach there are pupils who spend their evenings and weekends in garages, attics, cellars and (if they're lucky) school music rooms, trying very hard to play rock music. The odds, in most cases, are stacked against them. Even if they are able to find somewhere to practice and get hold of some rudimentary gear, the process of learning to play together can be a painful one. Yet despite the fact that pop has been part of British culture for 20 years and more, it hasn't yet penetrated the school curriculum.

Rock School was the brainchild of Andy Trotman, an educational publisher. He approached the Trustee Savings Bank as a potential sponsor. True to their advertising claims, they said yes. Rock School has two main strands. One is a series of regional workshops for teachers, to open their eyes to the potential of pop music in the classroom, as reported in *The TES* Music Extra (February 17). The other strand is the competition. This year over 300 rock bands sent in tapes of their work, from which 63 were selected to play in 8 regional finals. The winners of the regional finals competed last week at the Hacienda Club in Manchester, for a prize of £1,750's worth of equipment. The winning band's school music department would get a further £1,000 worth of equipment, courtesy of Yamaha organs.

The event had all the flavour of a media jamboree. The judges included Hal Lindes of Dire Straits, Radio 1's Paul Gambaccini and Olympic Athlete Tessa Sanderson. To add to the tension, Granada Television cameras were there to record the event for a half hour programme which was broadcast the following day.

The audience, composed completely of supporters of the bands (some of whom had travelled from as far away as Northern Ireland) kept up an ear shattering barrage of vocal support – except when the bands were playing their 12-minute sets, when there was reverent silence. Egging the crowd on was a diminutive Kenny Everett clone who declared each band "brilliant". Trying to calm the crowd down was a headphoned, harassed-looking Granada floor manager who looked more and more like a probationary teacher undergoing some nightmare baptism of fire.

The bands were to be awarded marks for musicianship, stage presentation and original material. The youngest musician to be put to the test was a 14-year-old drummer, whose kit looked as if it were about to engulf him. In the vast range of styles and performers we had floppy headed heavy metallurgists, stony faced neo-punks, beautifully turned out girls swaying nervously over synthesisers and a self parodying, eye rolling guitarist who followed a rock version of The William Tell Overture with a faster one of Sabre Dance (images of Rossini and Khachaturian boogying rather than turning in their graves).

The standard was impressive. We heard good singing, strong harmonies and a wide range of instruments including brass, woodwind and violin. Despite some patchy sound quality – the engineers fault, not the bands' – the old platitude about how difficult the choice was for the jury had a definite ring of truth to it. In fourth place was a punchy rock outfit from Scotland, XI Zero. In third place, a tight, middle of the road electro pop band from Stafford, The Gateway. In second place came Midrange, a band from Middlesex whose female lead singer had an impressively mature and soulful delivery and whose original song, "You're a Lost Cause" wouldn't sound out of place in the Top Ten.

The deserving winners were Face to Face, a professional looking and sounding four-piece band from Llanfyllin High School in Wales, praised for "a good, slick pop presentation" by jury foreman Gambaccini. Their original song "Never a Trace" distinguished itself for having intelligent lyrics that you could actually hear and their performance style had that studiedly professional nonchalance that belied the fact that the band has been together for four years and has worked very hard to get the right sound.

Lead singer/guitarist/songwriter Aled Roberts, the only member of Face to Face with any formal music training – he takes music A level this year – confessed that his school study of music has little to do with his rock activities, but pays tribute to music teacher Gill James for allowing the band to use the school's music facilities. Gill James, for her part, acknowledges that the band have had only her encouragement and "prefer to do it all themselves". Nevertheless, she intends to use the money the school gets from the contest to buy equipment that future Rock School entrants will be able to use.

Curtains for McIlroy

For Your Benefit
Curtain Theatre

If this were a colour supplement the McIlroys would warrant an in-depth investigative feature. Pictures by Snowdon, perhaps, and someone like John Pilger to write the story. They are the classic "problem family", economically and educationally disadvantaged enough to keep an army of social workers permanently employed. Mr McIlroy, of course, is out of work, claiming unfair dismissal from his last job and stubbornly refusing to sign on. Mrs McIlroy has high blood-pressure, a nervous condition and is five months pregnant. Their 14-year-old daughter has run away from home and the special school she attends, only to be picked up by the police on the streets of Soho. To cap it all they are £300 behind with the rent of their damp and chronically overcrowded council flat.

Only some thing spoils the story. All those social workers aren't real social workers at all but fourth-, fifth- and sixth-form pupils from inner London schools.

Come to that, Mr and Mrs McIlroy aren't real people either. They are actors playing the central parts of *For Your Benefit*, an elaborate "simulation" currently being presented at the ILEA's Curtain Theatre. Devised and directed by Rosemary Linnell, the all-day programme aims to explain the working of the social and welfare services to groups of social studies students.

It is all as realistic as possible. After a short introduction the students are divided into small groups of trainee social workers attached to a Citizens Advice Bureau, the NSPCC, the police Juvenile Bureau and local authority departments of health, education and housing. They are provided with offices, telephones, authentic stationery and at first only sketchy details of their "case". Working under the guidance of other members of the Curtain team who play senior social workers, they are then encouraged to make further enquiries – which for all the groups culminate in a "home visit" to the McIlroys in a muck-up of their crowded flat – before finally recommending courses of action at a full "case conference".

The programme presupposes no knowledge of the social services – and indeed the group with whom I watched it (thinly disguised as an investigative reporter forever flashing my press card) had next to none. By the end of the day, however, they were talking knowledgeably about the rights and obligations of council tenants, about residential homes for children and supplementary benefits. Even more importantly, according to Rosemary Linnell, they had practised a whole range of social skills. Form-filling, letter-writing and the effective use of the telephone had – for once – assumed crucial importance. And shouting goodbyes to the Curtain actors – exhausted after more than four hours of continuous role-playing – they went home huppy, clutching piles of DHSS handouts, unaware they had done any real work at all!

Hugh David

Out-Brechting Brecht

The Caucasian Chalk Circle
Greenwich Young People's Theatre.

Rule Number One for anybody producing Bertolt Brecht's *The Caucasian Chalk Circle*: forget about the Prologue. "The Struggle Between the Two Villages", comrades, is dull in the extreme (has anyone ever written interestingly about tractor drivers?) wearyingly didactic and now best forgotten. The second rule is that Azdak must be good.

In this at least the self-governing Powerplay Workshop of Greenwich Young People's Theatre were successful, although in most other respects their production of *The Caucasian Chalk Circle* might not have been quite what old Bertolt had in mind. In the first place it was funny. There were laughs at the fat aristos rushing around the palace packing up frocks while the proletariat were at the gates; there were even laughs while Grusha was cadging milk for the baby she is literally left holding. No bad thing in the first instance, but when an audience laughs at Grusha the point of the play tends to go out of the window.

Produced with all the right Brechtian trappings – a board on which scene titles were projected, a set made out of white-painted scaffolding poles, and open white lights which were switched on at the beginning and off at the end – the evening ended up by out-Brechting Brecht. There was so much narrative, sometimes baldly spoken, more often effectively chanted by Arkadi (a strong performance from Jo Banes) that the brief snatches of action were like illustrations in a lecture, amplifying points which had already been made rather than making them themselves. But even when the stage was full of people – servants, wedding guests or those bickering tractor drivers – they only looked busy; no one really seemed to have thought what servants actually do. That, surely, is something which Bertolt Brecht would have bothered to find out.

HD

Cotton package

Brand of Freedom
Pit Prop Theatre in Education, Wigan.

There are two types of theatre in education company. There's the "act and run" type, who perform, chat with the children and then make a hasty exit, and the more valuable teams that use their skills as performers to shape a complete educational package in which "theatre" plays only a small part.

Wigan's Pit Prop belongs to the second category. Their programme in three parts, *Brand of Freedom*, about the Lancashire cotton famine of the 1860s encompasses social, economic and international history, slavery and the causes of racism and encourages teachers to do classroom work on the subjects using maths, creative writing, drawing and of course, drama.

Part one, the performance, is a stirring story of how a black slave girl, Martha, escapes the Southern States of the US and ends up, unexpectedly, in the cotton milling area of Lancashire. At that time, as a result of the Yankee blockade of the South, no cotton was reaching the mills and an estimated four million workers were made unemployed. Martha ends up working for the wicked mill owner Claythorpe, who has cunningly managed to stockpile cotton and tries, unsuccessfully, to lower his rates of pay. The TIE team leave the story unfinished and provided teachers with a detailed, 27-page book and the children with their own well prepared workbooks.

Part two, the teacher's responsibility, is aimed at making the children immerse themselves in the local social history of the time, making them imagine themselves as unemployed cotton workers. They have to ask themselves questions about their living conditions, families, clothes and finances, as well as read about what it was like to work in the cotton industry. The workbooks are professionally presented with photographs and drawings and plenty of space for pupils to make their own entries.

Three weeks after the initial visit, Pit Prop return to the class of top juniors. Unannounced, "Lady Harriet Blythe" interrupts an arithmetic lesson in the (beautifully costumed) role of London Lady Bountiful, with good news for the starving cotton workers. Part three involves the children in role. They're plunged into an exciting story which finally confronts them, in their roles as cotton workers, with a moral problem. Embrace the cause of the Southern States, pressurise England to enter the civil war on the side of the South to release the blockade which is stopping the cotton getting to Wigan, and they'll get their jobs back. They agree, unaware for the moment that they're come down on the side of slavery.

However, by more twists of the story, the dramatic reappearance of a wicked American slavemaster in the guise of "ambassador", the children acting as spies to find out that a letter has arrived from the Yankees promising them food, the cotton workers renounce their pro-South support and, in a dramatic scene demonstrate their alliance to the North and anti-slavery. There's an unforgettable moment when the children instinctively form a human barrier between the slavemaster/ambassador and his terrified slave. The slavemaster slinks off, defeated.

Carefully treading the thin line between pupil involvement and pupil manipulation, Pit Prop manage to bring about an impressive coup in educational theatre. At a time when arts provision is threatened (Pit Prop's neighbouring TIE team, Rochdale's M6, has got the chop from the Arts Council), the Pit Prop company is about to move into new premises and the Wigan education authority has proved itself peerless in the provision of educational drama.

Nick Baker

Next week

Politics: a special series of reviews on British and foreign events, as well as articles on the Orwell bandwagon and on political education in schools.

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BOOKS

Intentions into action

Curriculum Practice: Some Sociological Case Studies. By M Hammersley and A Hargreaves.
The Falmer Press £13.95. 0 905273 50 8. £7.50. 49 4.
Managing Educational Innovations. By A Nicholls.
Allen and Unwin £9.00. 004 370145 0. £3.95. 370 14a 9.
School Subjects and Curriculum Change: Studies in Curriculum History. By I F Goodson.
Croom Helm £6.95. 0 7099 1158 0.

The school curriculum and the debate about its nature and content have produced a rash of books addressing different aspects of the issues raised. Hammersley and Hargreaves have put together a useful set of case studies in their book *Curriculum Practice* which cover a wide range of topics such as subjects on the timetable, gender and curriculum choice, and examinations and assessment.

The six articles in the first section are concerned with English, geography and art. In view of the current debate about vocational and practical education, there will be particular interest in the first piece by Douglas and Dorothy Barnes on students' writing in FE classes. The authors observed English, communications and business sessions, and their report gives the flavour of what typifies these subjects in FE. Analysis of a class where students had to write a letter apologizing for not being able to attend for interview shows a largely didactic, conforming style of teaching and learning. The writers bring out the lack of conflict when students' needs to pass exams coincide with tutors' attempts to relate activities to the practical world of business, as well as the difficulties of teachers who wish to teach in accordance with the more liberal tradition of English teaching in schools and universities.

Caroline St John-Brooks, by contrast, describes what seems to be a slightly weird English department that was "engaged in a long war of attrition with the headmaster", met in a separate staffroom from the other teachers, wore jeans, long scarves and Dr Martin boots, and taught like working-class Leavisites. There are detailed descriptions of their lessons which reveal how they attempted to translate their intentions into action, though the author claims that some middle-class children were baffled and bored.

Among other interesting chapters are a perceptive piece by David Hargreaves on why art lessons concentrate on practical activity and the production of something, to the neglect of art appreciation; two chapters on gender and the curriculum which show how boys and girls are funnelled into certain subjects at the options stage and how girls find the physical sciences unfeminine, and some final articles which analyse central control of education, including a comparison of England and France by Patricia Broadfoot.

With an aging teaching force which, by the end of the decade, will see three out of every five teachers aged 40-plus, there is a real danger of stagnation, as seasoned professionals defend whatever they have spent their early career fighting for. Yet the outside world continues to change rapidly. Audrey Nicholls has produced her book *Managing Educational Innovations* at just the right moment. Inside 90 pages of well-written jargon-free prose she has managed to give a comprehensive and thoughtful analysis of the anatomy of novelty and the mechanics and difficulties of introducing it. With improved communication the traditional 15-year period of innovation becoming standard practice has been reduced, as teachers may see the practice of others in a television programme one evening and attempt to modify their own teaching the very next day.

Nicholls gives an account of the issues and problems involved in making changes in schools, shows how to choose a model of dissemination and examines the crucial role of the head. Her final chapter contains a useful checklist which can be applied when innovations are evaluated.

Ivor Goodson's book, *School Subjects and Curriculum Change*, will be of particular interest to teachers of geography, biology and rural studies, but it raises broader issues about the difficulties of introducing new subjects which might appear to challenge the position of established disciplines. The section on the evolution of rural studies is a most interesting historical case study of the fight for status and resources that accompanies a new departure in the curriculum.

E C Wragg

Fraud squad

Betrayers of the Truth: Fraud and Deceit in the Halls of Science. By William Broad and Nicholas Wade.
Century Publishing £8.95. 0 7126 0243 7.

When writers and artists lie and cheat, it has little if any knock-on effect on their work – and such behaviour is, after all, what many people expect of them. Wagner was a so-and-so, but Parsifal can still become a saint. However, when *scientists* stoop to cooking the laboratory books, start bending the facts to fit a deft and fiercely-held hypothesis, they demolish their very *raison d'etre* and commit an intellectual crime from which no reputation, however hitherto illustrious, can hope to recover.

Take the case of Cyril Burt (the subject of a notable recent BBC TV documentary, with a brilliant impersonation by John Shrapnel). When, appallingly long ago, I was acquiring a DipEd, the name of Burt wore a halo every time it came through our lecturers' lips. His work on the heritability of intelligence, built on the IQ testing of a prodigious number of pairs of separated monozygotic (for practical purposes, identical) twins, was *the* classic of modern educational psychology. When Burt died in 1971, laden with a knighthood and many other honours, his findings were still utterly unassailed.

Yet it took Leon Kamin, a Princeton psychologist who had never ventured into the IQ field before, only 10 minutes' reading of one of Burt's papers to divine that his whole edifice of "research" was fraudulent – though establishing its fraudulence conclusively took, of course, longer. The choicest element in the tale is the non-entity of Burt's two celebrated assistants, "Miss Margaret Howard" and "Miss J Conway", who had for so long been so indefatigable in chasing all over England testing those strangely numerous pairs of separated twins. These redoubtable ladies can claim to be the most influential characters in modern English fiction in that they (and their "findings") were largely responsible for the tripartite division of the 1944 Education Act.

When the truth eventually came tumbling out, it appeared that other toilers in this particular vineyard had long had doubts about the authenticity of Burt's research (especially the wildly implausible neatness and uniformity of his correlations), but cowed by the strength of his personality, and his formidable abrasiveness of tongue and pen, had never dared to question or speak out. Such cravenness would be forgivable in Stalin's Russia, where opposing the agricultural lunacies of Lysenkoism (fully chronicled here) could earn you Gulag or death, but in a free society, such intellectual cowardice seems inexcusable – and again destructive of the scientist's very reason for existence.

Mr Broad and Mr Wade, both American journalists, have produced an efficient and wide-ranging survey of similar fraud. They have hit precisely the right balance between scientific detail and the summarizing simplification necessary for general readership. Some of the most famous cases they scrutinize remain unproven. Was it the Lamarckian Paul Kammerer himself who injected indian ink into the nuptial pads of his male midwife toads – or was it some over-zealous assistant trying (in the event, disastrously) to do his boss a good turn by making his results look more impressive? Koestler expended a whole book arguing Kammerer's innocence, but the circumstantial evidence of his guilt remains strong. As in some of the best murder cases, we shall never know for certain.

The most disturbing remark in a book which, by showing the prevalence of scientific fraud, is rather alarming, comes from a mathematician commenting on the ease with which Uri Geller convinced "experts" of his "psychic powers": "Any magician will tell you that scientists are the easist persons in the world to fool."

Martin Fagg

Picking time

1984 Directory of Summer Jobs in Britain (Vacation Work £3.95) is an invaluable starting point for students and young people seeking paid and voluntary summer holiday jobs in Britain. A vast range of opportunities is presented, for example; in hotels, working with children, commercial jobs, teaching, sport, fruit picking and farming; and in the voluntary sector: conservation, work with the disabled, hospitals, and archaeology. As well as the directory (30,000 vacancies classified first on a regional basis, then according to occupation), there are useful tips on applying for jobs and guidance on work permits for overseas visitors, and all you need to know on conditions, wages and requirements.

1984 Directory of Summer Jobs Abroad (Vacation Work £3.95) is another must for the school library: this book lists a further 30,000 openings – paid and unpaid – in over 30 countries (not the USA) from ecumenical work camps in Australia to camp site staff in Yugoslavia. It includes helpful sections on au pair work and exchanges and on visa regulations. Update supplements for both volumes are published in May and June.

1984 Adventure Holiday Guide Britain and Abroad (Vacation Work £2.95) offers a wealth of suggestions for the enterprising and energetic: climbing, parachuting, trekking, riding, sailing, skiing, wildlife safaris and many more. Booking details, prices and the special features of each holiday are described. The scope is worldwide: concerts, for example, can choose from Plymouth Sound, the Dordogne, Ontario and Quebec, rafting in Lapland and white water river running in Nepal; and the information on multi-activity holiday centres in this country is comprehensive. There are many tantalizing opportunities which will make your feet itch.

The Summer Employment Directory of the United States Writer's Digest Books (distributed by Vacation Work £5.95). Although written primarily for an American market, this directory will prove indispensible to anyone looking for a summer job in the States and for non-US citizens there are full details of legal requirements and visa procedures. The jobs (there are more than 50,000 of them, many in resorts and camps, but also hotels, theatres, amusement parks, businesses and government offices) are listed by the employers and hardheaded information about the precise requirements of each is given.

Crown duels

The Last Stuarts. By James Lees-Milne.
Chatto & Windus £12.50. 0 7011 2720 1.

The Old and the Young Pretenders

Voltaire believed that the appalling bad luck which dogged the Stuart dynasty was sufficient evidence for the existence of Fate. The Stuarts slipped very quickly from tragic history into a romantic mythology largely of their own making and marked by cant names and optimistic self-coronations: the Old and the Young Pretender, the Chevalier of St George, James VIII and III, Charles III, Henry IX, Bonnie Prince Charlie, the Cardinal King, the Queen of Hearts.

James Lees-Milne spends little time on the familiar story of the Jacobite risings and concentrates on the Stuarts' exile and decline in France and Italy. *The Last Stuarts* is not a political history, rather a family portrait, but there are glimpses of the political and dynastic machinations that continued long after Culloden had put an end to the last realistic chance of restoration. The Vatican, in particular, watched its guests with great care; the doctrinal and sectarian aspects of the Stuart claim were not forgotten. Charles Edward, perhaps after one of his clandestine returns to London, was received back into the Church of England in a bid to distinguish Jacobitism from popery: his younger brother Henry was made a Cardinal by Pope Benedict XIV. The Stuarts were not yet politically insignificant.

They were, however, increasingly disreputable and unheroic. James, the Old Pretender, grew mawkish and sentimental, the archetypal exiled monarch, satisfying his ego with sour plots against his sons, carried out by unthinkingly loyal Jacobite retainers. Henry matured slowly and even the Cardinal's purple failed quite to disguise the credulous young man who had been robbed twice of his destiny: once by being a younger son and again by his brother's failures in 1745. His fear of women was so great that he could never have fulfilled his own dynastic responsibilities.

Charles was robbed of a destiny that had been a great deal closer, as near as the death of his father and the distance from Derby to the capital of the kingdom he claimed. There had been great affection and respect between the brothers but it could hardly hope to survive James's wheelings behind the scenes and Charles's physical and mental decline after Culloden. The disasters of 1745 and 1746 shattered him and exposed a weakness that was already there. He turned, very comprehensively, to drink and took to abusing everyone around him, abuse he usually forgot while others stored it up. Never physically prepossessing, he grew dropsically fat, aflame with boils and pimples, crippled by grotesquely swollen legs, constantly vomiting, incontinent and impotent. He reached his nadir on St Andrew's night, 1780, eight years before his death, when he physically and sexually assaulted his young wife and may even have tried to kill her. Hardly bonny.

Princess Louise of Stolberg-Gedern was matched with her husband in one of those inexplicable dynastic trade-offs. He was 52, she 19. Louise, the Queen of Hearts, was a survivor, tough, intelligent and passionate. In her twenties, she had affairs; in later life, she was a noted bluestocking. As Countess of Albany, her husband's last cant title, she lived on until 1824, a whole age after the collapse of the Stuarts.

By then, the divine right of kings was a distant memory, an anachronism. The great Reform Act was only a decade away. The Stuarts belonged to an earlier age. They were defeated by an even more potent form of absolutism than their own, that of reason and compromise. The last Stuarts were transitional figures and they posted a sharp political lesson: power corrupts but power taken away is positively corrosive.

Brian Morton

Authentic accent

France 1815–1914: The Bourgeois Century. By Roger McGraw.
Fontana £4.95. 0 00 635741 5.

Expressing his debt to "the countless historians whose works and ideas I have pillaged", Roger McGraw modestly describes his own book (the first to be published in a planned trio making up the "Fontana History of Modern France": the other two will cover "*Ancien Régime*–1815" and "1914–Present"; General Editor: Douglas Johnson) as "essentially a work of synthesis". However, like

do little more than slap their research down, raw or at best half-baked, on the slab for the reader to pick at as he may; and there are true synthesizers, those who genuinely assimilate and project.

The erudite ease and authentic personal accent of Roger McGraw's narrative proclaim him to belong clearly and assuredly to the latter category. I enjoyed every part of his lively and engrossing book, especially the Second Empire sections, with their rejection of the recent contention that war in 1870 brought "a brutal, accidental end to a creative experiment" – namely Napoleon's belated "liberal" reforms, endorsed by the electorate that year. It is difficult to see, for many reasons, how the *régime* could have survived for long, even without the Emperor's headlong rush into Bismarck's "Spanish Marriage" trap. The author also demonstrates, with great economy, the multifariousness of the social and political threads woven together into the brief and brutally suppressed Commune, so much more complicated than the pure Communist experiment beloved of later Marxist glossers.

M F

BOOKS

Cupid dipped in wine–sepia wash over pencil by Henry Pierce Bone (1779–1855)—an illustration from Susan Lambert's Drawing: Technique and Purpose *which uses over 100 drawings from the V&A to illustrate the wide range of materials and media available to the artist for making drawings. Available from Trefoil Books, 7 Royal Parade, Dawes Road, London SW6, £6.95.*

Wars, and rumours of wars

Voices 1870–1914. By Peter Vansittart.
Cape £9.95. 0 224 02103 6.

Those who know the author's *Voices from the Great War* will know what to expect from this book, and they will not be disappointed. Those who do not can expect a new experience in reading: not an anthology, not a string of quotations, but a remarkable collection of items from many sources which collectively express the "feel" of a fascinating period. Speeches, letters, diaries, histories, poems – even a French homeopathic journal, are mined for material. We hear the voices of kings, emperors, politicians, soldiers and murderers. (Crippen writes, astonishingly, of one of his victims that "Her mind was beautiful to me".)

Mr Vansittart says that he has a magpie mind and likes bits of really useless knowledge such as that "Charles Dickens had a teacher who wore onions in his ears". Fortunately, however, most of the items he has collected here are much more significant than that, and many hauntingly so. Of course all the voices of that period are now stilled, but as Clemenceau reminded us, "One must pay attention to the dead". They have made the journey we all must make, and despite the apparently different time in which they lived, we can learn from them. Provided, of course, that men and women ever learn and are not doomed to repeat all the mistakes of their ancestors. For example, H G Wells was writing in 1911 that suffragette agitation overaccentuates "all those sexual differences I want to minimize and shakes my faith in the common humanity of women". Would he not have had similar feelings about the excesses of feminism in the past two decades? All the same, it is salutary to be reminded that D H Lawrence, writing before the First World War, advised a young man about to marry: "Be gentle with her when she is gentle, but if she tries to impose her will on you, beat her." It is mercifully hard today to imagine schools where flogging was "uncending", and a headmaster who followed the flogging by kissing his victim "to convince him that all was now atoned and forgiven".

The book will delight lovers of irony, as they read the many assurances from distinguished figures right into 1914 that war would not come, if it did it would be short, and that anyway the Germans were to be honoured as "strong, patient and industrious people" who stood among the leaders of civilization. (This last from no less an authority than Winston Churchill.) Some might think that Rosa Luxembourg had a warning for a contemporary iron lady as well as Mr Andropov when she wrote that "Freedom only for the supporters of the Government, only for the members of a single party – however large – is no freedom at all. Freedom is always and exclusively freedom for whoever thinks differently". The Titanic disaster deservedly gets several entries, including one from a deck-hand who said "God himself couldn't sink this ship"; but the most illuminating comment comes from one of the comparatively few modern writers invoked by Mr Vansittart. Walter Lord saw the Titanic as "the last stand of wealth and society in the centre of public affection", pointing out what is obvious when it's pointed out, that there were then no movie or television stars and the social elite provided the vicarious glamour to enrich drab lives.

"I am anxious to entertain," Mr Vansittart assures us and certainly there is much that is entertaining in his book. But a book that begins with the Franco-Prussian War and ends with the outbreak of the First World War has to be much more than a fun-book. There are the inevitable voices telling us that "war is a holy thing" or "the highest expression of culture" and that a blood bath will cleanse the nation, but the most impressive voice is that of Winston Churchill: "Much as war attracts and fascinates my mind with all its tremendous situations – I feel more deeply every year what vile and wicked folly and barbarism it all is". That is the predominant feeling this book leaves me with, but of course men always seem to act on the principle that "all war is wicked – *except this one*".

The dialectical interplay between voices giving very different views of the same event or situation keeps the reader wide awake and thinking, and to compile such a collection shows not only voracious, but very perceptive reading. Nevertheless, the reviewer is allowed to show his own erudition by regretting the omission of a voice he considers should have been included: that of the philosopher R G Collingwood, who in his autobiography recalled reading the first issue of the *Daily Mail* in 1896 and finding it an ominous turning point because it was a newspaper designed to amuse rather than to inform. Remarkable, at that date, to have foreseen the rising of the *Sun*.

Roy Shaw

Wallpaper wise

William Morris. By Peter Stansky.
Oxford University Press £1.95 0 19 287571 X. £7.95 287572 8.
Political Writings of William Morris. Edited by A L Morton.
Lawrence and Wishart £7.50. 85315 586 0. £2.50. 257 8.

The visitor to the ICA who listened to readings from *The Earthly Paradise*, studied the minutes of "Anti-Scrape", watched the video on printing wallpaper, read the anti-capitalist collage, took a boat trip to Nowhere and still only saw half the recent exhibition on William Morris, will appreciate Peter Stansky's problem in trying to encompass the man's life and work in 89 pages. Morris can be taken in so many ways: the Marxist who interests A L Morton also designed those Hampstead wallpapers (if you live anywhere else, you can't afford them), the visionary political agitator saw the future through the Middle Ages and the Icelandic traveller was escaping the frigidity of an unhappy marriage.

Stansky's book achieves precisely what it sets out to do: to provide the starting-point for further study and at the same time to show how these varied activities were aspects of a single mind. His sympathies extend to later years. The work tends to crowd out the life, which is probably how it was and how Morris accepted it should be.

For Morris, all the material objects that surround us can be either beautiful or ugly, elevating or degrading and a torment or a burden to those who make them; in other words, he refuses to distinguish between the aesthetic, moral and political dimensions of art, just as he considers the distinction between "fine" and "applied" art a mere form of convenience ("Art Under Plutocracy"). In this sense, all his writings are political, while A L Morton's collection demonstrates how much his political stance was determined by aesthetic and moral considerations. But the flowery fabrics don't hang in Marxist homes and the Arthurian romances don't appeal to craftsmen and environmentalists and preservers of ancient buildings. Even in Morris' work, the divisons survive and, much as one may admire him, one must admit that he failed. In the last resort, he failed not because of the forces of capitalism or the urge to "scrape", but because his vision of the future was based on a sentimental and romanticized view of the past.

Robin Buss

Greeneland

Graham Greene. By John Spurling.
Methuen £1.95. 0 416 31850 9.

Despite its general preface ("the contemporary is a country which we all inhabit . . ."), this series on "Contemporary Writers" seems to offer unpretentious guides and, in the case of John Spurling's treatment of Graham Greene, does not try to over-sell its subject. Spurling sets the main themes of the novels against the background of Greene's life and encourages you to test his judgments by reading or re-reading the books.

There is always a danger that such studies will be taken as road-maps for bluffing one's way through this country which we all inhabit, rather than as handbooks for studying it, especially when the guide refuses to make excessive claims for his chosen region. But Spurling communicates his feeling for Greene's "intimate passion" as well as situating him among his contemporaries and in comparison with his models. Even Greene's admirers, who may not agree with his final assessment, will appreciate this concise exposition of the writer's obsessive themes.

R B

M

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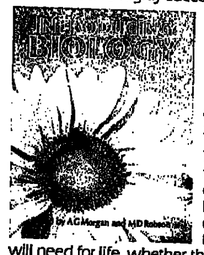

Introducing Biology
A. G. Morgan and M. D. Robson

There are 30 four-page units in the book, with 1-15 concentrating on the basic biology needed for exam courses and 17-30 introducing the sort of biology your pupils will need for life, whether they choose to do an exam course or not. Unit 16 is a special unit which discusses why we should study biology and what careers it offers.

Following a similar format to their earlier books, the authors have designed each unit with a double-page spread of information followed by a double-page spread of activities, including practicals, questions and discussion topics.

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BOOKS

Strictly for fanatics

Young Engineer Series: In the Home. In the Air. By Graham Weston. At Sea. On the Road. On the Waterway. In the Factory. On the Railway. In Communication. By Malcolm Dixon. Wayland £3.50 each.

Educationists are constantly being reminded by the government and by industrialists that Britain needs more, and better qualified, engineers and technologists. Additional emphasis is placed on the need to steer girls as well as boys towards the world of applied science. Presumably a number of people believe that the influence should begin early, with young children, because these authors have attempted to produce a series which, to quote the blurb on the back cover, is "designed to teach children the basics of engineering. Through simple experiments and model building, children learn how engineering principles and techniques are used in our everyday lives."

Few teachers would argue with the validity of the intention, and indeed the idea for the series is a welcome change from the plethora of publications about dinosaurs, Romans and magnets in the school library. Unfortunately the books possess a number of deficiencies in the style of writing, the choice of overall approach, the illustrations, and in the complexity of the equipment required to carry out the suggested activities. Together these deficiencies *could* dissuade many children from having anything to do with "engineering" at all. The books are strictly for fanatics but even they might be rather stunned by the quantity of work expected of them on virtually every page.

The problems arise mainly from the fact that the series is intended for the school or public library and therefore is unlikely to be accompanied by direction and help from teachers and parents. Books which simply and attractively provide information are easy to cope with, as are textbooks designed for careful use by a child *with* a teacher, but these books fit neither model and are likely to have difficulty in finding readers willing to give them more than a cursory glance.

The overall design of the books gives a misleading impression. The children shown in most of the illustrations look to be about eight or nine years of age, but the required reading skill and expected mental sophistication is at a much higher level on many of the pages. All the books contain numerous illustrations, but they are rather sketchy in style, and are difficult to "read" for detail. In one or two cases they make the children look rather inhuman and sinister, probably because the eyes are rarely fully shown and therefore the children never look bright or interested.

The style of writing is an unsuitable mixture of oversimplification followed by confusing lack of clarity and incredible pace in the presentation of concepts. The pages are crowded with questions which tumble one after the other, mixing simple recall with questions requiring extensive analysis or synthesis of facts or skills. The approach is therefore insufficiently progressive or systematic, rarely leading the reader smoothly within concept developments, or from one concept to another. The amount of special equipment, the expected freedom to make visits, and the space required to undertake many activities is excessive for almost all children. Examples include "find a small electric motor", "how many different types of bridges can you find?", "find a model steam engine. Fill the boiler with water. Heat the boiler", "if you have a loft, take a look up there", "make some concrete in a yoghurt pot."

The authors seem to have become victims of their own high level of knowledge. The intention of the books is quite correct and indeed "engineering" should be a part of the primary curriculum. However, the authors' time would probably have been better spent producing a book for teachers, rather than children. Unsupervised dabbling in conceptually complex and potentially dangerous activities is not the way to develop knowledge of applied science.

Paul Harling

LOGO gravy-train

Learning with LOGO. By Daniel Watt. McGraw-Hill £16.95. 0 07 0685703. LOGO – A Guide to Learning Through Programming. By Peter Goodyear. Ellis-Horward/Heinemann. 0 431 90010 7.

Just as there were over the last two to three years a morass of alleged LOGO programs that had inadequate facilities to enable the learner to play, experiment and grasp concepts, which was the essential concern of LOGO's designers, so there have recently been a spate of books that similarly alleged that they would teach and explain LOGO. It is perfectly clear to me that their writers had gone only to secondary sources and had merely attempted to pass on to their readers their own fundamental misconceptions. Like the pseudo-LOGO programs, these authors had merely hoped to climb on the LOGO gravy-train.

Matters were more difficult for the book-writers than for the program-writers, first because the LOGO pioneers themselves produced such excellent books, thoroughly informed by their educational intentions, and second because, in contrast, there was not until recently many widely available LOGO in this country from which experience could be gained.

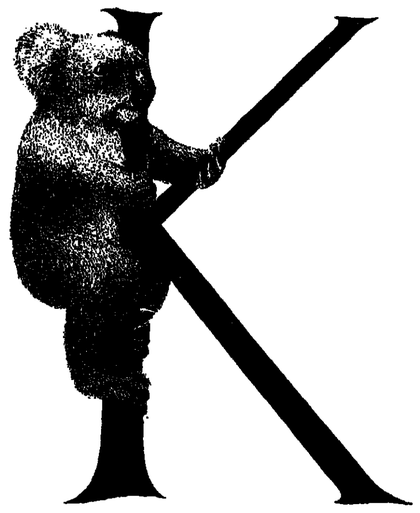
Things are changing now: there are tolerable LOGO's on many home-computers; even on the BBC there are at least two, each of which is a full LOGO in the sense that it is not restricted to Turtlegraphics, and contains the necessary programming structures for the user to create and explore objective correlatives to otherwise remote abstract concepts: this is the heart of LOGO's educational philosophy.

When considering a LOGO implementation, one has to be sceptical about the changes the implementers have made to the original. Some changes are necessary because the hardware design of the new machine lacks some automatic facility of the original. Some extensions are obviously worthwhile because the new machine has hardware facilities that weren't there on the original machine. The difficult decisions are those that relate to what one regards as mistaken design decisions of the original.

Daniel Watt's book is American, and to my taste a little arch. Nevertheless, I think that a parent or a primary school teacher who wants a straightforward, accurate, worthwhile and directly understandable guide to beginning LOGO will find it here. Certainly it is the most suitable first book for children and other beginners that I have yet seen. The teaching sequence is well-structured and the examples mostly original and well-chosen.

Peter Goodyear's book is more aimed at those who want to know about the ideas that have developed, particularly in this country on using LOGO. The target audience is more the teacher-trainers and the teachers than those who want to have a cook-book for immediate use in the American style. He covers the activity in this country as well as the US, Canadian and other experience up to late 1983 quite thoroughly. Some of his ideas I want to argue with; some I wish he had taken further, but, given one book to lead developments in LOGO in education in the UK, his is far superior to anything else on the market. A must for all colleges, advisors, schools and curious parents and children.

John Laski



"In this book there lies a game: spot the creatures, give each its name." Bert Kitchen's beautiful Animal Alphabet is published by Patrick Hardy on April 24. £6.50.

Life's lumps

CHILDREN'S LITERATURE

The Song of Roland Smith. By Jenny Koralek. Patrick Hardy Books £4.50
The Adventures of Baxter and Co. By Robert Leeson. Collins £4.95
One Way Only. By Gwen Grant. Heinemann £6.95
Marley and Friends. By Ted Greenwood. Hutchinson £4.95

Jenny Koralek's first children's book, *The Song of Roland Smith*, is a lovely story about two boys who get themselves into trouble and then, with the help of an understanding teacher, find purpose and contentment in helping someone else. Some of life's hard lumps – the death of a puppy, an encounter with a physically handicapped contemporary – are dealt with movingly but without saccharin excess. The ending is a satisfying happy weep.

The Adventures of Baxter and Co contains two stories previously published separately – "The Demon Bike Rider" and "Challenge in the Dark". They are linked by the main characters – Mike Baxter, Ranji, Sandra and Andrew. These young folk are entirely believable – an impression brought about by Leeson's relaxed and amusing observation of life in the Baxter household.

One Way Only is life in the Fifties seen through the eyes of a Nottingham girl. The thoughts, episodes and dialogue have the authentic ring; the stories are fast moving and often very funny.

"Our Lucy bought us all tickets for her play, the one she's acting in. She came in yesterday and she hands these bit of cardboard to our Mam and our Mam goes peer, peer at them and then she says, 'What's these?'

"Tickets for the play, Mam' our Lucy says, 'I'm treating you all.'"

Gwen Grant endears herself to me by her understanding of how young people use the expression "she goes". This is a right grand book. It would go well read aloud to a class.

Marley and Friends would perhaps be appreciated by children at the lower end of the junior age range. It is an unusual story about a little girl who lives a lonely and rather restricted life and who consequently has developed a richly peopled imaginative world into which she can escape. Fact and fantasy are woven together in a whimsical, evocative and open-ended way. "They were sitting in Rainbow Cave. Being only their second time there they played again with the coloured light from the window, with the bed, and the roller skate."

An out-of-the-rut offering this and worth trying for that reason.

Gerald Haigh

Seamless ease

Computers and Your Child – a plain language guide for parents. By Ray Hammond. Century Publishing Company £5.95. 0 7126 0092 2.

Computers and Your Child explores how mind-expanding it can be for children to be familiar with computer programs suited to their age, and Ray Hammond expresses his disquiet that many schools have shunted "computer studies" into a subject which goes on underneath the traditional, essentially custodial, priorities of the school day, with each child making just 45 keyboard strokes a week.

Ray Hammond is enthused by Logo and Papert's *Mindstorms*. An essay no longer need be planned when it can be constructed on a word processor where you can cut and paste paragraphs without the seams showing; computers can relate musical notation to sounds and serve as a vehicle for teaching music theory; computers have even enabled teenage "blocks" to be overcome, and very much more.

There is a lot of good material here for any parent or PTA that wants to know how children can sensibly use computers, and Ray Hammond's claim to be jargon-free is fair; he does introduce and use some technical terms when he needs them, but he defines them before he does so.

A bibliography of further reading would have been more useful than the survey of available machines in which the author seems to believe that if a manufacturer has software in his catalogue, that software is available.

I am surprised to find an index in a book of this kind. Maybe his word processor produces it automatically, and, it might be useful, so why not print it?

J L

lingo

"Mais où sont les neiges d'antan?" asks *The Oxford Dictionary of Quotations*, thus showing that François Villon's "But where are the snows of yesteryear?" has become a part of English culture as well as of French.

But which lines of French poetry are best known to the French themselves? A tantalizing clue is provided by a recent anthology published by the French Reader's Digest (les Plus Belles Pages de la poésie française, 179 francs). Its introduction reminds readers that poetry is more important in their lives than they may realize, and supports its claim with some verses they can all be expected to know. Villon's is there, and so is a line of Racine's that is also an Oxford quotation: Phèdre's terrifying avowal of passion *"C'est Vénus tout entière à sa proie attachée"* ("It's Venus herself at grips with her prey").

French lovers can beg for an eternity of bliss: *"O temps! suspends ton vol"* ("O Time! Suspend thy flight"). French parents, rather in the spirit of Longfellow's "Children's Hour," can exclaim *"Lorsque l'enfant paraît, le cercle de famille Applaudit à grands cris"* ("When the child appears, the family circle Applauds and cheers"). When nature-lovers see a wood-cutter at work, they can call out indignantly: *"Écoute, bûcheron, arrête un peu le bras"* – rather like "Woodman, spare that tree!"

May these other lines, by Lamartine, Hugo, and Ronsard, remind us Anglophones that "There is a world elsewhere".

Robert Ilson

End it all

Countdown. By Patrick Moore. Rainbird £8.95. 0 7181 2291 7.

When the French mathematician Lalande wrote a paper called "Reflections on those Comets which can approach the Earth" in 1773, he started a panic about the end of the world which resulted in clergymen selling preferential tickets for seats in Paradise. Comets have been hailed as portents of disasters ranging from the death of kings to the end of civilization as we know it. There is a small quantifiable chance of a direct hit from a comet large enough to fracture the earth's crust and cause quite a mess.

In the end-of-the-world predictions examined in *Countdown*, comets thus form a neat bridge between theories based on superstition or religion and those derived from scientific analysis. The former are exemplified by the many predictions of the coming of the Messiah. The best scientific forecast of the moment is that the sun will turn into a red giant in about 5,000 million years, giving a slow burn to any surviving life on earth.

The wilder speculations of von Daniken and Velikowsky, for all their recent popularity, are given no longer shrift than most of the other answers considered to the question "How nigh is the end?", the sub-title of the book. Patrick Moore always gives the straight astronomer's answer, where there is one, to explain why theories are impossible. They lead him into familiar set pieces like astrology is bunk, and he stretches his format to repeat that Zodiacal constellations are only chance transitory groups which are no longer dominant in the sky in the month they are meant to influence.

Another favourite topic is the possibility of life in space. Moore believes in the probability of life in the farther parts of the Universe. To reach the earth, such aliens would have to be technically far beyond the potentially destructive nuclear age we ourselves have reached. Consequently, he claims, invaders from space would be peaceful, otherwise they would have destroyed themselves!

Moore is such a successful popularizer that it almost churlish to question his facility. It must be largely due to his achievement in making astronomy a subject of general interest that the Perseid shower of meteorites was featured so widely in the press and on television last August. At the same time readers may find his whimsicality more superficial and irritating than entertaining. A second reading on his part would probably have lead him to a better word than holocaust to describe destruction by flood.

Judith Mirzoeff

BOOKS

Higher ranks and branches

Chrestomathia. By Jeremy Bentham. Edited by M J Smith and W H Burston. Oxford University Press £40.00. 0 19 822610 1.

The last edition of this work was published in 1843, and was edited by Southwood Smith, a noted physician and splendid pioneer of both public health and technical education. When Bentham left his body for anatomical research it was Southwood Smith who performed the dissection, as well as delivering the funeral oration. The present handsome and durable edition is a fully annotated and corrected version of Southwood Smith's text, and will, no doubt, fill such demand as there is for the work for another century or more. It is part of a long-term publishing project presenting Bentham's collected works.

Jeremy Bentham applied his classifying and systematizing mind to the curriculum and teaching methods of secondary education in 1813 or so, and invented a word to embrace his findings which first appeared in 1815–17, *Chrestomathic*, he explained, means *conducive to useful learning*, and his long titlepage described the book as a proposal for a Chrestomathic School for the extension of the new system of instruction "to the higher branches of learning, for the use of the middling and higher ranks in life".

Together with other luminaries of the freethinking intelligentsia like Francis Place and James Mill, Bentham admired the monitorial system both for efficiency and economy, and wanted to extend it from primary schools intended for the children of the poor to secondary schools for those "middling ranks" who were not catered for by traditional boarding schools or endowed grammar schools, with their Anglican and classical bias. The heart of the text is his attempt to construct a Tree of Knowledge, developing those of Bacon and d'Alembert. The book's perplexing fold-out charts show the interconnectedness of the arts and sciences and the way they should determine both the curriculum and the order in which subjects are learned.

Bentham and his friends took up the idea of establishing a model school and hoped to build it on the garden of the author's house, off Birdcage Walk, inviting subscriptions for this purpose. Other sites were then sought, including the middle of Leicester Square, a proposal which was dropped because of objections from the neighbouring shopkeepers. In the end the project was abandoned and the subscriptions returned.

However, schools were set up which conformed in many respects to Chrestomathic principles. The most famous for students of the history of education was Thomas Hill's Hazelwood School at Edgbaston. In fact Bentham wrote, to (of all people) Simon Bolivar in 1825, that he had abandoned any idea of starting a school of his own since Hill's school was being run on principles "perfectly agreeing with mine" and that thus his theory had "received the fullest confirmation from practice".

Does he have any message for educators today? Well, curiously, he does. The present editors see Bentham's theory of language as having important psychological implications since it "determined that children should learn by direct sense-perception rather than through words which merely symbolised reality". Here of course he was a precursor of current theories recommending Total Physical Response as a more successful alternative to other approaches to language learning.

And among his many hilarious neologisms for describing the principles of education, we come across the Self Service Principle demanding that pupils are compelled to perform for themselves the minor chores ancillary to education, and the Scholar Jury Principle of pupil self-government. Bentham claimed four advantages: "1: The Masdegree, if not altogether, from the suspicion of *partiality* and *tyranny*. 2: By the necessary solemnities by which the application of the *punishment* is thus preceded, the attention of the *scholar* is more firmly fixed upon it, and the idea of it rendered the more impressive. 3: The scholars are, at this early age, initiated in the exercise of the functions of *judicature*, as well as in the *knowledge* of what belongs to *justice*, while the *love* of it instils itself into their breasts. 4: The tendency, so natural amongst persons of any age subject to coercion, to unite in a sort of *standing conspiracy* against those by whom they are kept under that pressure, is counteracted and diminished."

Since all of us involved in education are the victims of that standing conspiracy, here is one of Bentham's observations that we should take very seriously.

Colin Ward

Karate students in training; one of the illustrations to The Way of the Warrior, *by Howard Reid and Michael Croucher (Century £6.95). "It is a sad fact," say the authors, "that only a fraction of the knowledge gained by a production team can actually be incorporated into a finished documentary film." Hence this book, designed to complement the BBC series. It brings out telling contrasts between East and West, notably the fact that oriental warriors see fighting as an art, closely intertwined with religion and also with medicine.*

Power programme

Nuclear Power. By Walter C Patterson. Pelican £2.50.
Sun Traps. By John Elkington. Pelican £3.95.
Energy, A Guidebook. By Janet Ramage. Oxford University Press £15.00 and £5.95.
Oil and World Power. By Peter R Odell. Pelican £2.95.

"Never take any one viewpoint as gospel, including this one," states Patterson in the preface to this second edition of his book, *Nuclear Power*, thereby acknowledging from the start the depth and controversy of his topic before going on to present a clear and full picture of the global nuclear power programme from its beginnings in the 1940s to the present day.

The book is divided into two sections; the first providing a comprehensive layman's guide to the technical workings of nuclear reactors and an explanation of the nuclear fuel cycle, and the second providing discussion and historical perspective. Highlighted are the changes in assumptions and attitudes towards nuclear power by experts and non-experts alike and a greater awareness of the economic, social and environmental implications of the commitment to such a form of energy, as a result of new developments. Well presented though this is, any attempt Patterson may have made to be cautiously objective in the book tends to be crushed by the rather sensationalized accounts of nuclear accidents and near-accidents, printed in italics for added emphasis. He concludes with a warning: "Before we commit ourselves and our descendents to a nuclear future, it is vital that we concur in and understand the nature of the commitment. If we undertake it now, we do so for a long time."

Although quick to point out that "this is not an anti-nuclear book", John Elkington is concerned with "the continuing search for economic means of extracting energy from renewable sources", and in *Sun Traps* discusses a varied selection of alternative forms from geothermal to hydropower and solar power. The availability and applications of each form of energy are clearly described and explained with examples, diagrams and some photographs and the practicality and economic viability assessed. Less technical and more optimistic in tone than *Nuclear Power* (Elkington argues that since alternative forms are available they should be developed and exploited), *Sun Traps* provides an interesting and detailed introduction to renewable energy sources.

For those who feel daunted by the technicalities of the energy debate and unqualified to join it, *Energy, A Guidebook* is an easy to follow handbook written in plain language. It introduces the reader to the basic laws and concepts involved, explaining all terms, units and abbreviations, before discussing the major energy technologies in terms of how we use energy. Present technologies dealt with, predictions for the future are offered, opening with the "penalties" of our present energy systems and continuing with future resources and their alternatives.

The political implications of energy forms are what Peter Odell interestingly reveals in his book *Oil and World Power* in which our dependence on oil for everyday needs is underlined as an important consideration in issues of international relations. The roles played by the US, the Soviet Union, Western Europe, Japan, the developing countries of the Third World, and of course the major oil-exporting countries themselves are all discussed in informative detail, as is the role played by the major international oil companies who, until recently, dominated the industry. This seventh edition provides the opportunity for an updated account of what is an ever-changing situation, while also predicting possible future developments which may even now be taking place. Yet, as he cautions "the dynamics of the industry . . . are now so great that even the relatively short period between writing the text and its publications may prove the author wrong in respect of the short term outlook".

Rachel Neaman

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The evidence of 'Jesus: the evidence'

James Bentley on one good book, one bad book, and an 'incompetent' television series

Is Christianity True? By Michael Arnheim.
Duckworth £7.95. 0 7156 1880 6.
Jesus: The Evidence.
London Weekend Television for Channel 4 Sundays April 8, 15, 22 at 9.15pm.
Jesus: The Evidence. By Ian Wilson. Weidenfeld and Nicolson £10.95. 0 297 7832 4.

Publishers love a film and television tie-up for a new book. The larger companies increasingly employ film and television officers whose entire job is to fraternize with producers and directors, keeping up-to-date with future plans. If a publisher's back-list includes a book shortly to be serialized on television, the work will be reissued with a new, expensive, television image, appearing in bookshops just as that image is passing incandescently through the minds of the general public.

No one, then, will be surprised to find Duckworth's promoting Michael Arnheim's *Is Christianity True?* as "published to coincide with" the controversial three-part Channel 4 series *Jesus: The Evidence*. Oddly enough, though, till last week nobody connected with the series knew anything about Arnheim's book. The official TV/publishing tie-up is with the book by Ian Wilson, published by Weidenfeld.

As one Weidenfeld editor said to me of Duckworth's (perfectly legal) ploy, "How very clever!" Unfortunately that is the only clever thing about the whole book. Michael Arnheim, professor of classical civilization at the University of the Witwatersrand, has written *Aristocracy in Greek Society* and a book about South Africa after Vorster. His new book attempts to demonstrate that "all the claims made for Jesus in the Christian creed are untenable".

Before embarking on such a contentious project, Arnheim should have mastered the rudiments of the subject. *Is Christianity True?* is filled with elementary errors. "In the Christian writings," Arnheim asserts, "the only performer of miracles is Jesus." Yet two Gospels record Jesus as asking his critics "If I by Beelzebub cast out devils, by whom do your sons cast them out?" And Matthew's Gospel has him ordering his disciples to heal the sick, raise the dead, cleanse lepers and cast out devils, as he did.

Arnheim tells us that Matthew and Mark quote Jesus's words on the cross in Aramaic. In fact Matthew quotes them in Hebrew, Arnheim adds, wrongly, that this is the only time Jesus is quoted in Aramaic. He calls John Knox, born 1900 in Frankfort, Kentucky, a British theologian. There is, he says, no cult of relics in Judaism. (His bibliography, which gives the impression that he reads German, lists six works by the Göttingen scholar Joachim Jeremias, all in English translation, but not Jeremias's *Heiligengräber in Jesu Umwelt*, which identifies no fewer than 49 tombs where the Jews venerated the supposed relics of Old Testament prophets and martyrs.)

If you can't trust people in little matters, Jesus once warned, don't trust them with great ones. The first inkling that something is going seriously wrong with London Weekend Television's attempt to assess the evidence about Jesus comes from the programme makers' inability to get little facts right. Romantic footage of a Greek monk being hauled in a basket up the walls of St Catherine's monastery on Mount Sinai is accompanied with the statement that this is the only way in, even though for years the way into that monastery has been through doors in the wall. Then we are told that the famous ancient Bible from St Catherine's, now in the British Museum, is an "almost complete copy of the Old and New Testaments in Greek," when in truth much of the Old Testament is missing. The film depicts Martin Luther as making the first translation of the Bible into the language of the people, ignorant of the fact that 22 German versions had been made before his. Casting director Jane Davies chose an actor to play the part of the theologian Rudolf Bultmann without bothering to find out that Bultmann wore a moustache. When the television film depicts Bultmann about to preach in a Marburg church, nobody remembered that German Lutherans sing their hymns sitting down.

Researcher Jean Claude Bragard must hear much responsibility for this incompetence. But the mistake of allowing Professor George Wells to appear in the programmes must be attributed to the editor, John Norridge, and the producer/director, David Rolfe – especially as Norridge went on record at the press preview as finding Wells's views "manifestly ludicrous". Wells, like Michael Arnheim, is one of those scholars all too willing to stray out of their own discipline into that of theology. A professor of German studies, author of *Goethe and the Development of Science*, he appears in *Jesus: The Evidence* to tell us that Jesus never lived.

Of course reputable scholars do appear in these programmes. Reports that Professor Werner Georg Kümmel of Marburg had withdrawn from the series proved false. (Kümmel told me last week, "I haven't seen the final films, but I'm very glad they're being transmitted.") And Professor Dennis Nineham is on hand, informing us, *inter alia*, that a Gospel, far from being a straight biography is "a work of theology, or if you like, propaganda". (When Nineham was Regius Professor of Divinity at Cambridge, would he have enjoyed being called "Regius Professor of Propaganda"?)

When the American professor Morton Smith makes his appearance in programme two, viewers might reasonably conclude that the principal aim of this series is simply to shock. Ten years ago Morton Smith published a newly-discovered late second-century document quoting a "secret Gospel of Mark". This fragmentary manuscript suggests that once, perhaps in some ritual initiation, Jesus spent a night with a youth who was wearing a linen cloth over his naked body. On the flimsy evidence of this dubious document Morton Smith on television advances the hypothesis that in a "secret nocturnal initiation Jesus may have given the initiates (*sic*) a hypnotic experience that would make them share his ascent to the kingdom of heaven." From this he concludes that Jesus was a magician. The television commentary observes, "Unless further corroborative material emerges, it remains an intriguing speculation". But the programmes are meant to be about evidence, not speculation.

At one press preview an embarrassed Ian Wilson was found attempting to distance himself from the negative thrust of these programmes. "When I look at a glass of beer," he said, "I see it as half-full; the programme makers see it as half-empty." Happily he and Weidenfeld have produced a handsome, well-illustrated book, infinitely better than the television series it accompanies. Wilson offers a serious, clearly-written attempt to scrutinize the surviving evidence about Jesus (taking in the theories of George Wells and Morton Smith *en route*). He ends with a plea for "all to recognize that in the case of Jesus, perhaps uniquely, there is no formula, no one view of him that can adequately explain or encompass him".

James Bentley's next book, Our Christian Heritage, written in collaboration with Warwick Rodwell, will be published by George Philip on June 4.

Front-of-house

Theatre Administration. By Francis Reid.
A & C Black £7.95. 0 7136 2368 3.

Theatre Administration provides a useful introduction for the uninitiated and a comprehensive check list for the more experienced. Different types of theatre organization are outlined so that the administrator's function is clearly defined. The planning and procedures necessary to ensure maximum returns at the box office are listed in detail. They are more complex than might be expected. Although administration is a somewhat prosaic subject, Francis Reid does not ignore the human factor of the audience and theatre staff. Both have to be nursed and cajoled with tact and geniality. Although computers can provide the information for accounting and ticket sales, they cannot replace the theatre manager and his staff in catering for the needs of the public.

The pressures front-of-house may not be as dramatic as those backstage but they are every bit as demanding. As Reid observes, "A theatre seat is rather like an aircraft seat: the value of the empties disappears as completely on curtain-up as on take-off".

Robin Rook

For A level Geography

An Atlas of EEC Affairs

RAY HUDSON, DAVID RHIND and HELEN MOUNSEY

This atlas offers, through maps, tables and text, a clear introduction to the current issues facing the European Economic Community. Wherever possible, information is presented at the regional as well as the national scale. Amongst the wide range of central questions considered are the history, organizational structure and policies of the EEC; the changing population of the EEC; the labour market; economic performance and resources; social conditions; consumption patterns and lifestyles; and the key issues of the 1980s.

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METHUEN

Pax Romana

The Romans. By Karl Christ. Translated by Christopher Holme.
Chatto and Windus £12.50. 0 7011 2643 4.

"There has never been a colder pride . . . than that of these Romans . . . They thought the world was theirs and, behold, it became so." Christ here quotes Herder's denunciation of the "robbers and murderers" who brought "desolating night" upon the world. If this sounds like wailing idealism (from the years of the French Revolution) we may trace its parallel in that famous speech not quoted by Christ, which asserts "they make a solitude and call it peace". It was a Roman who wrote this epigram, expressing more pungently what some other Romans had said before him; Tacitus, one of the ruling class, who lived to be governor of Asia: a servant of the Raj.

Peace is certainly what they called it. It is the *pax Romana* that confronts us on coins and altars and in the countless inscriptions that build up a picture of Roman administration as it controlled the lives of over 80 million people in the first century AD. Roman writers seldom cite of this theme. For the Italian Cicero of the Republic, and for Namatian in Gaul five centuries later, Rome's historic purpose was the establishment of world peace, as a condition permanent and universally understood; what Virgil called *pací imponere morem*, "to set upon peace the mark of custom". Peace for the Romans was not merely an inspiring conception; it was known to require daily exertions and moral struggles in every corner of the Empire. This is why ruthlessness and rapacity fit for the Montezumas still does not equate the Imperium Romanum with the Reich or Shogunate of master races.

Karl Christ's book is full of ambivalences such as these. He calls it an "Introduction" to Roman civilization, for readers or travellers who may be "students of disciplines built on Roman foundations". He assumes no knowledge of Roman history, but gives detailed accounts of constitutional or economic matters, for example, with only a minimum of narrative. His purpose is to combine these perspectives in a single vision of *Romanitas*, using Roman sources as fully as he can. The writing is alert and demanding.

Some questions are well explained: why there were so many different types of community, the "colonies", "federated cities", "client-kingdoms"; or how different groups such as freedmen or free immigrants were led to identify their interests with the Augustan Establishment. Other questions, unanswerable, are illuminated. Why did the Empire fall? Christ thinks we should ask rather why it lasted so long. About a third of the book deals with Late Antiquity, a mark of how Roman History's scope has changed. These chapters are positive though terrifying. Again, why did the Romans acquire an Empire at all? Christ inclines, as they did, to attribute this to moral rather than economic or strategic realities. Material gain was of course attractive. But the impetus came, Christ believes, from the "fundamentally action-seeking attitude of the Romans", the restlessness of a governing class that sought scope for its *virtus*, its moral energy. Renaissance princes liked the Romans.

There are some trying patches of abstract writing – "radicalization" and "polarization" and "dynamic process of crisis" all on one page (46) and presumably also found in the German original. These terms do not help Christ's argument, though they do not invalidate it either. He can use specific observation to vivify the abstract, as when the Roman "will to power" is seen to work in the succession of architectural projects in the Rome of the Emperors. These were ever more vast and lofty; Trajan's Forum was 1000 feet long, Hadrian's Mausoleum over 130 feet high. And what was all this *gloria*, the Pompeian graffiti ask? Life only means bathing and drinking and sex: *vitam facium balnea, vina, Venus*.

Christ wrote this book because, unmistakably, he really wanted to think and make others think about questions such as these. It is a scholar's work, although he eschews footnotes. Eight pages of plates are disappointing; standard subjects, poor photographs. There is a wide and up-to-date Bibliography.

Elisabeth Henry

Among this week's contributors:

Robin Buss is a lecturer in French at Woolwich College of Further Education
Paul Harling is head of All Saints CE School, Chorley, Lancs
Hugh Hebert is a feature writer on the *Guardian*
John Messenger is Reader in Zoology at Sheffield University
Neil Philip is the author of *A Fine Anger: A Critical Introduction to the work of Alan Garner* (Collins)
Jessica Saraga teaches at Nonsuch High School, Cheam
E C Wragg is professor of education at Exeter University

The London Line

Educational Theory and its Foundation Disciplines. Edited by Paul H Hirst.
Routledge and Kegan Paul £3.95.
0 7100 9763 8.
Education, Policy and Society. Edited by Ben Cosin and Margaret Hales.
0 7102 0011 0.
Achievement and Inequality in Education. Edited by June Purvis and Margaret Hales.
0010 0.
Routledge and Kegan Paul £3.50 each.
The Sociology of Education. By Jeanne H Ballantine.
Prentice-Hall £21.55. 0 13 820860 3.

Professor Hirst's book is a "state of the art" update of J W Tibble's *The Study of Education* (Routledge 1966), discussing current trends in education theory's foundation disciplines – the philosophy, psychology, sociology and history of education. Education studies began to take off in a big way in the Sixties, and in this country it was at London University that it was all happening. Professor Hirst was lecturing there on philosophy of education as was another contributor to this book, Professor Peters, then as now. Since those early confident days research has proliferated, American and French influences have become increasingly important particularly in sociology, many and varied Marxist approaches have developed, and the "London line" has come under attack for its limited view of the nature of education and its attempts to define and classify its processes too rigidly.

The two professors are happy to accept criticism while still seeing their first ideas as formative and paradigmatic. Some of the discussion seems a bit arid though, for instance the continuing debate with which Professor Hirst begins, on what should be understood by educational theory in the first place. Is is simply the theory behind the practice of education, and if so should it take ends into account as well as means? Does this lay educators open to a charge of social engineering, and can this be justified? Certainly these are important issues, and students of education, particularly intending teachers should be aware of them, but a blow by blow account of scholarly arguments about them over the last 20 years, when there is little agreement at the end of it, is not going to be a major interest.

Somehow teachers manage to keep teaching without always being aware of the deep thoughts going on in university education departments and even to develop their own philosophies. With no shortage of encouragement these days to think critically about what they're doing and how and why they're doing it, they tend to be more interested in empirical studies than abstract ones, and certainly know more about the meaning of evaluation and accountability than does Professor Nisbet, writing here on the psychology of education, who thinks they're the new fashionable terms for testing.

None of the contributors, surveying his field and bandying the names and dates of research articles, really achieves a striking exposition of the current state of his discipline. Professor Peters remembers his "London line" with nostalgia, but suggests in grand Kuhnian terms that there will be a paradigm shift away from it. If you see education as much as a means of perpetuating power structures and elites as a noble agent of democracy, if you've identified its built-in programmes for inequality, if you see it as a continuing process rather than just synonymous with schooling, you might consider this has already happened.

Some of these newer views are discussed in the two other books from Routledge which are readers for the Open University Course "Conflict and Change in Education: a sociological introduction". Both are collections of reprints covering a range of issues connected with the relationship between education and society. *Education, Policy and Society* is the more theoretical; the articles illustrate the development of methodology in the field, some of the fundamental polarities in attitudes to education, such as progressivism versus the traditional concern for "standards", and examines the effects of education on the labour market and social class. It ends by considering the motivations behind decision-making and to what extent policy is dictated by factors other than ideology.

These are important issues but this selection of articles is likely to make more sense read in conjunction with the rest of the OU course material than baldly as presented here. The same is not necessarily true, though, of *Achievement and Inequality in Education* where the research described is more practical and school-based, with a consequently more immediate appeal at least for practising teachers. The effects of teachers' individual principles and coping strategies, and of the "hidden curriculum" – a school's built-in disciplinary and cultural values – are discussed, and there is a valuable section on unequal educational provision for girls and women which is amplified in one of the other set books on the course, Michelle Stanworth's *Gender and Schooling* (Reviewed in *The TES* 25.2.82).

The Sociology of Education is an American textbook written mainly for students new to the subject, whose concerns are clearly spelled out in a way which would have benefited *Educational Theory and its Foundation Disciplines*. It calls itself a systematic analysis and to systematic could well have been added comprehensive. It thus shows quite a contrast with the selectivity of the OU readers, though it is much of the same ground which is covered and extended: society's relationship with schooling, how different kinds of inequality result from schooling, what we expect our schools to do and what happens to our expectations. The sociology of the school and the classroom, their formal structures as organisms and their self-generated dynamics, and the imprint of teachers' values and methods are covered too. This is a businesslike and well organized book, though its density could be off-putting. Despite its concentration on the American scene, the issues discussed are of wider relevance.

Jessica Saraga

A photograph of Mrs William Morris, one of the illustrations to The Victorian Art World, by Jeremy Maas (Barrie and Jenkins £20.00), which accompanies the current exhibition at the National Portrait Gallery.

A refusal to mope

Country Voices: Life and Lore in Farm and Village.
By Charles Kightly
Thames and Hudson £8.95
0 500 01314 4.

"From a lot of people doing small jobs, it's gone to a few men working big". So Bill Denby, born into a farming family in 1905, characterizes the radical change he has witnessed. It is the sort of succinct and potent comment that historian Charles Kightly has elicited again and again from the 36 informants whose living remembrance of a vanished world he has recorded and set in order in this splendid book. Kightly lets the speakers make the pace; he learned, he says, "to listen to what people wanted to tell me". None the less, his own skill in presenting oral material in literary form is considerable. He himself remains unobtrusive, while his informants stand defiantly free of page and print. These are real people speaking, in tones and cadences of their own choosing, and with a narrative verve and confidence which makes much modern fiction seem pallid and listless. "The farmer were a bit of a rum bugger – he were a Birmingham chap, a know-all bastard, see..."

This is no exercise in nostalgia. The world it depicts is a harsh one, in which a dead child was "a repairable loss". It is a world made archaic by the First World War, though echoes of it lingered, as the photographs and testimony in this book show, until the Second. Arthur Wade says of the "old-fashioned discipline" of the wage gangers, "O' course, First War knocked all that on th' head". There are no sentimental regrets.

There is, though, a submerged theme: the dignity and self-possession of these men and women, in face of all poverty and hardship. It is a theme that finds its fullest expression in the longest section of the book, "Maggie Joe". Chapman's memories of her family history in Muker, Swaledale. She recalls with vivid clarity a whole way of living and feeling, a moral scheme, which though narrowing in some of its effects (for instance the blighting of her grandmother and-mother's lives because of illegitimacy) still valued people by their qualities not their possessions. All her memories are skilfully patterned narratives: perhaps the best is the story of her grandfather's death (he was gored by a bull), in which she passes a judgment on his life most eloquent in its simple assertion of that moral scheme: "He was a real good man, my grandfather, one of the best-living men there was; everybody said he wouldn't play a dirty trick on anybody."

That dignity and that self-possession rest, though, on a refusal to mope. So what follows in Maggie's telling is not tribute or lament, but a grimly comic punchline: "But the bull didn't know him in his Sunday suit."

Neil Philip

Hot potato

Roman. By Polanski.
Heinemann £12.95. 0 434 59180 7.

"I am widely regarded, I know, as an evil, profligate dwarf. My friends – and the women in my life – know better." These words conclude Roman Polanski's autobiography in which he seeks to correct distortions and inaccuracies which have led to such an impression.

The route by which he gained international fame had an unpromising start. When he was still a small child the family was moved to the ghetto in Warsaw where he watched the erection of a huge barrier wall. Repeated raids by German soldiers diminished the beleaguered band of Jews with terrifying frequency, though at this time they had no knowledge of the gas chambers ingeniously designed for them. His mother was taken first, then his sister and grandmother, finally, as he saw his father being marched away, everyone he knew had disappeared.

He went first to a family who had agreed to foster him and had accepted money from his father, but after a few weeks they passed him on, their nerves broken by the risk of harbouring him. He was handed on from family to family like a hot potato, finally arriving at a remote village where he spent the next three years in abject poverty, with an illiterate peasant family, toiling on their smallholding by day and sleeping in a cubbyhole behind the cowshed by night. He had no papers so he could not attend the village school. He lived on dreams of films he had seen as a small child, particularly when they depicted the free western world and its delights.

At the end of the war, with Poland in the grip of Stalinist Communism, he returned to Krakow where he had to survive largely on his wits. Because of a lack of educational certificates and his despised middle-class origins he found all doors closed to him. However, this determined little street arab explored every possibility and seized every chance to connect himself with stage and screen until his resilience and resourcefulness gained him, by luck and perseverance, a place at the Lodz Film School.

Much has been said of his subsequent successes and personal tragedies, but the first part of his book covers his childhood; new and fascinating ground. It is written in an easy style and is free from self-pity. The only person he seems to blame is himself for, at the height of his fame, jeopardizing all he had gained by one ill-considered act.

Betty Tadman

Yet Being Someone Other By Laurens van der Post. Penguin £2.95. Laurens van der Post describes *The Odyssey* as "a metaphor of the profound pattern of departure and return which encompasses the human lot on earth". The same claim could be made for his own riveting book.

Frances Hill

Don't scrawl

Writing fiction. By Garry Disher.
Penguin £1.50. 0 14 00 6830 9.

Inside a corny textbook about how short stories have to be about conflicts, crisis and decisions, there is an intelligent and original one screaming to get out, which acknowledges that some of Chekhov's best work does not fit this formula. The reader who perks up at this news is offered a special chapter, with reading list, on "Innovative Fiction". Then it's back to reading Bertrand Russell and the Bible as stylistic models. Much of the advice (type, don't scrawl) is sound, but the book is over-condensed and dull, largely because the writer inflicts on us examples of his own pedestrian work.

Valerie Grosvenor Myer

Read in bulk

The Thistle Rises. An Anthology of Poetry and Prose by Hugh MacDiarmid. Edited by Alan Bold.
Hamish Hamilton £12.95. 0 241 11171 4.

If the reader must work hard, reference books at hand, to glean the manifold rewards of MacDiarmid's complex writings and abstruse language, this "miscellany" provides a good starting point. It is as a poet that MacDiarmid will be remembered, and each aspect of his poetic genius is represented here, flaws and all, including seven previously uncollected poems, all minor but worthwhile additions to the canon.

Bold includes most of his major achievements, from the early lyrics, written in a dense synthetic Scots and still widely regarded, with "A Drunk Man Looks At The Thistle" (only sampled here) as his greatest works, to the later discursive, philosophical, scientific poetry, drawing on a specialized English vocabulary, exemplified in "On A Raised Beach," all moving easily from particular to universal. None the less, it is in the less familiar, less accessible essays and fiction that the value of this collection lies.

More than most, MacDiarmid needs to be read in bulk; glorying in contradiction, interested in almost everything, his writing encompasses an astonishing variety of concerns. Erudite to the point of occasional absurdity, his (in)famous quotations reveal an incredible diversity of reading and reference, reflected in his poems as clearly as his essays. Read together, the two comment illuminatingly on each other, an essential symbiosis that enriches both; their convergence here will be invaluable to the new reader.

However comprehensive these interests, they continually return to a fixed centre, the "multiform" and "infinite" Scotland which MacDiarmid tried not simply to reflect but to *reinvent*; Scotland as might-be, built on the foundation of an indestructible link between artist and place. The Scottish Literary Renaissance is a continuous process rather than an event frozen in time; he began it by devising a language, the dense linguistic medium of his early Scots poems, and remained optimistic to the last that a national revival could be nourished. For MacDiarmid, nothing is inherently unpoetical, least of all politics.

His fiction reveals another MacDiarmid, particularly those stories written in the natural rhythms of the Langholm Scots he spoke as a boy. More human in scope and sympathy than the infinitely more ambitious and "disinterested" poetic works, they reveal a further facet of the most multi-faceted of men. MacDiarmid, barbed and combative, is not to every taste; that, as he would doubtless have said, is their loss. His reputation can only grow as more of his work becomes readily available; Alan Bold is doing a great service, and not only to Scottish literature.

RESOURCES

Mitosis. Meiosis
Sets of 12, 35mm colour slides and resources book. The slides are plastic mounted in a wallet contained inside the resource book.
Produced by Science Education Resources Pty Ltd, Victoria, Australia. Available in the UK from Philip Harris Biological Ltd, Oldmixon, Weston-super-Mare, Avon BS24 9BJ.

A number of sets of slides showing the processes of cell division are currently on the market, so a newcomer, at this stage, needs to do something new and different. This is what these two sets accomplish.

Mitosis is the normal process by which body cells divide. Usually a set of such slides would be wholly concerned with photomicrographs of the various stages in both plants and animals, but in this set only three slides cover this aspect, two of dividing cells of the onion, *Allium cepa*, and one of cells from a whitefish embryo *Leuciscthyes sp.* From then on the set takes on a different look. A slide of a boy and his father is used as a stimulus to discuss growth by mitotic cell division. A blood donor is included to raise questions regarding blood cell formation. A specific Australian example is of an Eucalyt tree vole with young shoots growing out, six weeks after a bush fire. Slides of seed packets could be used as an introduction to discuss polyploids, common in cultivated plants, and so on.

The *Meiosis* set starts by illustrating the process of gametic formation and photomicrographs of the tissue in the human gonads that produce sex cells. The sixth slide, of a moss, is used to raise issues of the alternation of generations in plants and the difference in the occurrence of meioses during the life cycle of plants and animals. Another provides data on the duration of meiosis – which take from days to weeks, in contrast to a few hours that a mitotic division normally takes. Further slides illustrate crossing over, formation of cells with abnormal chromosome complements, a mule goudad (a cross between a goat and a barbary, or aoudad sheep). The set ends with a photograph of the "geep", which was thought to be a hybrid between a goat and a sheep but proved to be just another sheep!

The resource books written by Drs J Kinnear and M Martin provide a work scheme for each slide. This involves background material and questions forming the basis of an inquiry into the area of discussion. They also contain several multiple choice test questions which are slightly unusual as there are three possible correct answers and the student has to identify the incorrect one.

The material is highly professional, and it's a great change – and pleasure – to see something that deals with the biological significance of the two processes of cell division, rather than just the minutiae of detail.

Harris Genetic Cards (M 90025/0)
Price £14.75
Available from Philip Harris Biological Ltd, Oldmixon, Weston-super-Mare, Avon BS24 9BJ.

This kit consists of an instruction sheet, and sets of A4 cards which illustrate inheritance in three organisms: mouse, human and pea. Four sets of each are supplied, with stout, plastic laminated cards that should stand up to reasonable wear. Each card contains a number of illustrations of phenotypes together with information on their genotype, and needs to be cut up into pieces for use. The sheet also contains smaller illustrations representing gametes.

It is intended that the class should work in small groups, and the material is designed to help students work out simple genetic crosses for themselves. The mouse cards, for example, can be used to illustrate a simple monohybrid cross of a brown-furred mouse with a black-furred one. Pea cards can be used similarly to "cross" dwarf and tall pea plants. An easy way is to select the two parents – say a pure breeding brown and a black mouse. The cards are placed on the table with the smaller gamete ones placed beneath each mouse. The F_1 generation can then be "bred" by adding other cards, then the F_2 and so on. It is possible to investigate by a similar means dihybrid inheritance, the inheritance of sex and human genetics.

This kit should be particularly useful for classes up to 16 years. First-hand practical work is not easy in introductory lessons to genetics and this provides a useful simulation. It is especially valuable as it brings in human genetics and opens up the possibility of discussing the difficulties of studying inheritance in man. At advanced level the materials could provide a valuable revision lesson and be linked very easily with follow-up practical investigations. Alternatively, the cards could be used as a demonstration using either a flannel board or a metal sheet and attaching velcro or small magnets respectively to the cards.

The Leaf. TB 16
A set of 30 card-mounted slides (M22020/2)
Price £16.20
Also available as a filmstrip (M22022/6), Price £11.00.
The Flower. TB 17
30 card-mounted slides (M22055/9)
Price £18.75
A filmstrip (M22057/3) price £11.00.
Both sets with teaching notes
Available from Philip Harris Biological Ltd, Oldmixon, Western-super-Mare, Avon BS24 9BJ.

The Leaf starts by examining a slide of a dicotyledonous leaf, using spinach as a type example, and various aspects of its structure follow, such as the mesophyll layer and cell structure. Scanning electron-micrographs are used to good effect, as in an absorbing three-dimensional view of the interior of a citrus plant leaf. Other slides illustrate the basic structure of a monocotyledonous leaf, while a number are devoted to the examination of surface structures – hairs of bracken, nettle and *Drosera* (with a trapped insect), stoma of spinach, etc. A cystolith, from *Ficus elastica*, viewed by polarized light, provides a striking example of a cell inclusion. The nature of the structural adaptations shown by xerophytic leaves are illustrated by marram grass and Christmas cactus. The structure of the leaves of gymnosperms and ferns are also considered.

The first slide in *The Flower* set shows a scanning electron-micrograph of the whole flower of *Alyssum*, providing an introduction to the basic structure of an actinomorphic flower, in contrast with *Trifolium pratense* red clover, which exhibits the characteristics of a zygomorphic flower. Later slides illustrate the nature of a flower bud, the structure of a petal, the anther, with stages of cell division, and the ovule.

The set then explores the process of pollination in flowers, starting with dehiscent anthers, then illustrating some variations in pollen structure, pollination, and pollen tube growth. Final slides in the set show the structure of a grass flower, chromoplasts in a petal and the nature of a nectary.

These sets use modern preparatory techniques, such as embedding the plant material in acrylic resin rather than wax, prior to sectioning. This produces thinner sections and consequently we can see more detail of the cell structure. The variety of techniques used – scanning electron-micrographs, polarized light, etc. – provides material which gives a new light into the micro-anatomy of plants. On each slide a small bar of known length gives an easy reference point to relate the size. The notes are full and indicate the staining processes used.

Both sets will be valuable for biology at a number of levels in the secondary school and beyond. It is to be hoped the author will take the series further with study of plant development.

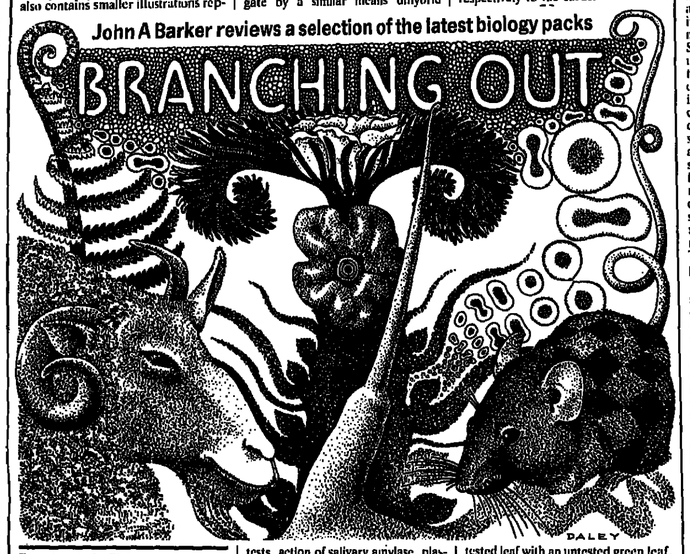
Experiments in Biology.
A filmstrip of 50 full frames with teacher's notes and 50 self-adhesive card mounts (Reference 181)
Price £7.75
Available from Focal Point Audio Visual Ltd, 251 Connor Road, Portsmouth, Hants PO3 5EE.

This filmstrip illustrates a number of biological investigations that might be carried out in school, but because some frames are upright, it must be converted into slides for class use. The range of investigations includes anaerobic respiration of yeast, analysis of gas for carbon dioxide and oxygen using both a gas burette and a J-tube, the effect of ATP on muscle, food tests, action of salivary amylase, plasmolysis and a number of other standard plant physiological investigations, making a blood smear and blood grouping, simple microbiological work, *Drosophila* breeding, a nerve muscle preparation and finally two frames on ecology.

The set clearly covers a wide variety of school biology. However, the coverage is very varied, with six slides used for gas analysis, but only two each for ecology and the nerve muscle preparation – quite inadequate to cover these topics. Other slides show sloppy techniques, thus the slide demonstrating respiration of pea seeds uses an inadequate control, and the result of a starch test on a leaf compares the tested leaf with an untested green leaf. One slide showing *Drosophila* cultures and a bottle of ether tells very little. The standard of photography is also variable.

There are positive values in such a set of slides – they could be used for revision purposes, although in that case it might have been better if most of the labels had been covered up. Alternatively, such as with the gas burette series, the slides could be shown before the investigation to help the class understand how to carry it out. It is, therefore, a pity that this material has not been better planned before the final shot list was selected. However, it would cost teachers much more to make their own sets.

John A Barker reviews a selection of the latest biology packs



notes

CHILDREN'S CINEMA
The ICA Children's Cinema in London is showing an Easter holiday season of science fiction films by Gerry Anderson, one of television's most famous puppet-animators.

Gerry Anderson will appear in person on Saturday April 14 to demonstrate the techniques which pre-figured Hollywood's sci-fi animation techniques of today. He will introduce his newest series "Terrahawks" and show clips and models.

Other films in the season will include "Thunderbird 6, "Captain Scarlet" and "Fireball XL5" and "Stingray".

Details from the Institute of Contemporary Arts, The Mall, London SW1 (tel: 01-930 3647).

OU STUDY PACKS
Open University study material is now available "off the peg" in a pilot marketing scheme.

W H Smith branches in Bedford, Brent Cross, Harlow, Reading, Southampton and Liverpool are to stock a range of OU "Personal Interest Packs", initially for three months.

Priced from £8.50 to £18.00, the presentation will cover some general interest packs such as "Childhood 5–10" and "The Pre-School Child", together with recent introductions like "W B Yeats", "The Rise of the Symphony" and an "Introduction to Buddhism".

PLAYGROUND GAMES
Many coaches would like to see greater development of sporting skills in primary schools, but this is sometimes difficult to achieve. Janet Thomgson, a PE lecturer and visiting advisory teacher to primary schools, has devised a card pack of playground games, written specifically for non-specialist primary teachers.

The result is energetic, enjoyable games that will develop skills, concepts and tactics that children will encounter later on. The games are easily understood and are limited to five-a-side at most. Playing areas are small so that several games can be going on at once.

Each card game incorporates teaching points on the skills involved, and suggests practices to develop these skills. The cards are packed in a pocket-sized clear plastic wallet and are obtainable, post free, price £1.60, from Candidum Press, 56 Copthorne Road, Leatherhead, Surrey KT22 7EE.

Sound sense

Nutrition in Action
Pack of 24 workcards, eight stencils from choice of 24 free in pack, £9.50
Heinz Nutrition in Action, The Wellington Press Group, 144 Charing Cross Road, London WC2 0DR.
The Five Senses Project
Northamptonshire County Council Project book £3.50 from The Health Education Department, 39 Billing Road, Northampton.

What is a meal? inquires Section 3 of the Heinz *Nutrition in Action* pack. And, blow me down, what do you think our three bonny children are eating as their mum stands at the sink cleaning her tin-opener? Yes, beans means . . . on toast!

Nutrition in Action is a beautifully shiny pack with plenty of ideas for project work for infant and junior school children. Some of these are a bit weird, such as charting the decay of foods brought to school and left to rot, but there is sound sense in all of them. Growing mustard and cress, blind man's buff, (a sort of Kim's Game of tastes), collages of food pictures from magazines and recipes for nourishing snacks are all useful activities well introduced. And despite the ubiquitous pulses in every illustration, one must applaud Heinz for stressing the superiority of fresh over tinned food, the importance of breakfast, the need to avoid too much sugar and the price advantage of fresh food.

Such concepts as protein and fibre are quite complicated for children to grasp. Some of the suggestions in the pack, such as keeping a food diary and matching how you feel with what you eat, are praiseworthy attempts at getting children to be more aware of how their bodies work. Lists of useful foods, warnings of the consequences of bad habits and explanations of calorific value are introduced clearly, and the workcards are graded to suit abilities.

Would that *The Five Senses Project* could have found a shiny sponsor. This really excellent piece of work produced jointly by the Northamptonshire Education and Health Authorities suffers from its presentation. A typewritten sheaf of papers in a ring-binder, it crams almost too much information and too many ideas for classroom work together. Yet everything has the ring of work tried and tested in the classroom and, as with all work which has been influenced by the Nuffield Science Project, it is extremely inventive.

Though recommended especially for work in small groups in the middle school, all the sections (Sight, Hearing, Touch, Taste and Smell) contain some ideas which could be introduced even earlier and some with relevance even to the O-level syllabus. For instance, talking about colours and why traffic lights and road signs are as they are, would fit in well with many a junior or infant topic, whilst work on smell detectors could lead to quite advanced biological speculation.

By always bringing abstract information back to the child's own experience of his or her own body or by using the simplest of equipment for experiments, scientific method and information is constantly related to the external world.

It is perhaps this process, of continually bringing abstraction into contact with the concrete, which is more valuable even than the teaching about the wonderful ways in which the body works. Using a tin can with the ends removed and a rubber sheet with fine grains of sand or salt on it to simulate the action of the ear or offering cotton wool soaked in oil of cloves to earthworms: such useful ideas are properly linked to necessary cautions about not poking things into our ears and not hurting animals. If only there was the money for better presentation, it would be perfect!

Victoria Neumark

MEDIA

Flying high

Nick Baker on a television series about enterprising young people

CONTINUING EDUCATION
Sparks
BBC 2
Tuesdays 7.5–7.30pm.

What's gratifying about *Sparks* is its refusal to pose as an education or a specifically youth interest programme. Intelligently placed after *Tucker's Luck* (the *Grange Hill* spin-off), it shows what some real life Tuckers, bright sparks all, are getting up to, not only in terms of making a living, but also in terms of their personal lives as well. Yet nowhere in the programme is there that persuasive Blue Peter element of "You could do this at home, too . . ."

Each programme has a different theme. In *The Boss Cats*, three weeks ago, the theme was young enterprise in setting up business ventures. Collette, Tony and Adam set up their own cafe in Liverpool and called it Desperate Dan. Cow pie, it goes without saying, is on the menu. We saw them serving, cooking, cleaning and "doing the books". Although the programme has made the arduous process of finding funds, searching for premises, building and decorating all seem quite easy (TV can make anything look easy), it also did the cafe the favour of making it look a nice place to visit.

From Liverpool we were taken to Glasgow – no trendy London bias here – to meet the proprietors of Shockamonkey, a design and fashion outlet started by college students on a market stall and now knocking on *Vogue's* door. From Glasgow the programme took us down south to meet the 18-year-old proprietor of Interceptor Micros, a firm which produces 4000 software games tapes a day and has a firm grip on the top end of the computer game "hit parade".

In *The Dedicated Few* two weeks ago we were back in the more familiar territory of youthful determination, with Jackie Willmott, 18-year-old championship swimmer, and probably the best known of the "Sparks". As well as having to get up at 4.30am every morning to train, she also has to deal with two jobs, one selling cars and the other baking bread. She swims a staggering seventy miles a week. I felt the item on Jackie Willmott was slightly out of place, not only because she herself is a familiar face, but because we seem to get a good deal of this sort of sporting dedication shown on television, particularly children's television. Much of the material used in this section of the programme was in fact from other programmes.

Far better was the item on the young secretary who, after gliding for the first time, suddenly developed a passion for aviation and ended up running her own firm reconstructing vintage aircraft, one of which runs on a miniature of petrol and castor oil. Or the wide-eyed, ethereal faced young man whose determination is focused on becoming a Tibetan Buddhist monk and serves in a monastery not in the foothills of the Himalayas, but in one overlooking Morecambe Bay.

Sparks is a simple, useful programme. At one level it's straightforward, well-made personal documentary with the subjects doing their own voice-overs and the camera used simply and directly. Nothing in the style or presentation of the programme gives it that aggressive "youth interest" feel, so older viewers won't feel excluded. For young hopefuls, there's a well-produced information booklet in which each of the young people featured contributes a more detailed version of their story, including caveats about it not being as easy as it looks to gain success and useful lists of names and addresses of helpful agencies and contacts. Maybe Tucker and his mates ought to stick around after their programme is over and take a look at *Sparks*.

For information booklet send a large sae (with 21p stamp) to "Sparks", BBC-tv, London W12 8QT.

One man's enthusiasm

Enthusiasts
Channel 4, Wednesday 5.30–6.00 pm.

One man's enthusiasm is another man's big yawn, I could not help reflecting, comparing the first two programmes in Channel 4's series, *Enthusiasts*. Where I had sat indifferent in front of the blandishments of Martin Burrows' extensive toy collection of theatres, I was totally won over by Max Nicholson's passion for nature in the cities, and his Ecological Parks Trust. Perhaps this is because the one is such a private enthusiast and the other so missionary in his desire to redress the balance between man the taker and man the care-taker of nature.

Recalling the most exciting Christmas present he'd ever had, Martin Burrows gave us the old French playlet of *The Corsican Brothers*, a typical naughty French tale of honour betrayed and avenged with the obligatory ghost and duel. It was lovely to see the proud narrator's face light up as he played with his "penny plain, tuppence coloured" stage but difficult to share the same flame of interest. Toy theatres evidently developed as a sort of early fanzine, sheets of cut-out figures being sold after any particularly popular theatre production. They reached their apogee in Victorian times, when they frequently burned down in the excess of their youthful owners' glee at using the paraffin spotlights. Cocteau had one and attributed to it his catching the "red and gold disease of the theatre, from which I have never recovered".

The William Curtis Ecological Park in Bermondsey has no less compelling a hold on its visitors. In an old lorry park close by the Tower of London a miniature vision of the countryside was created in five weeks in 1977 at a cost of £2,000. Since then it has been used by thousands and thousands of school children as nature on their doorstep, a green world that is not a bewildering day out but a reality down the road. Most of the plants, even surprisingly rare ones, have established themselves there as "free riders" in an area without pesticides and weedkillers. Moorhens have chosen the spot to nest. Frogs (now endangered in England) have cheerfully multiplied. With the help of on-site experts children have learnt how to catch and – more importantly – how to put back, wild fauna.

For such a keen ecologist, Max Nicholson is modest in his aims. He envisages many such places in the city, parks prepared to exist only for a few years on a nomadic basis in the 14,000 acres of vacant land in London alone. At Lavender Ponds in Rotherhithe and in North Dulwich Wood something more ambitious is being attempted, however. Involving local volunteers, water meadows and forests are being conjured back into existence. "The forest," said Mr Nicholson, gesturing around the wet scrubby trees, "is helping us. The forest is full of life. And Londoners are forest people".

As we trudge through the jungle of concrete and greed, the overuse of resources and the throwaway society to which Max Nicholson also refers, we must be thankful that there are people of such undaunted enthusiasm to restore to us our heritage as forest people.

Victoria Neumark

Radio pictures

RADIO
Faith, Hope and Clarity
Radio 4
Wednesday, April 4.

"Now this was a little school where the children sat in raised tiers of seats which were called galleries. The only flat floor space in the room was the little space round the teacher's desk and when Ann Driver started the broadcast the little children sat still in the galleries and before their wondering eyes their headmaster danced in the little floor space to the instructions and music of Ann Driver."

This anecdote about an unusual approach to *Music and Movement* illustrated in a radio programme last week the difficulties in communication, with teachers that the early school broadcasters sometimes encountered. It was one of several new or sparsely-aired items from School Radio's history in *Faith, Hope and Clarity*, a documentary to mark 60 years of School Radio.

This well-researched, well-organized programme brought the dominating, tireless personality of Mary Somerville, the "mother" of School Radio, into sharp focus with George Dixon's description of her lifting up the hem of her skirt and giving herself an insulin injection without stopping talking. It graphically illustrated teachers' fears, in the early days, of being undermined or even ousted by radio, with an excerpt from the *Daily Herald* of 1926:

"What becomes of the efforts of educationists to reduce the size of classes, which when 50 strong raise cries of indignation, if a school loudspeaker with one teacher in control can hold the attention of an audience of one hundred?"

The programme tried to give an impression of the changing, wider effects on listeners. It suggested the impact School Radio could have in rural communities before the war with the words of a teacher of the time in Hoxon, in Suffolk:

"It may be that those broadcasts encouraged some of those children to leave the village and seek jobs elsewhere. I think there's no doubt about that because as they saw it then there was no place for them excepting in the farming community and there was no option of rising above perhaps a general foreman on a farm".

The programme gave a vivid account of School Radio in wartime and during the days of "direct teaching", after the war, by such colourful personalities as Harry Armstrong and William Appleby. It brought us through the sixties and seventies, when school broadcasting was revolutionized by the coming of the tape recorder, to finish with a full picture of present developments.

Frances Hill

briefings
radio & tv

Open University

TWELFTH NIGHT
(Sunday 12.40, BBC2)
"Twelfth Night" has an ageless comic appeal. In this workshop, Shakespearean actors rehearse and then perform one of the play's funniest scenes.

THE MANPOWER SERVICES COMMISSION
(Wednesday 23.20, VHF3)
The course "Education for Adults" continues with an investigation of the government's response to the suffering of the unemployed.

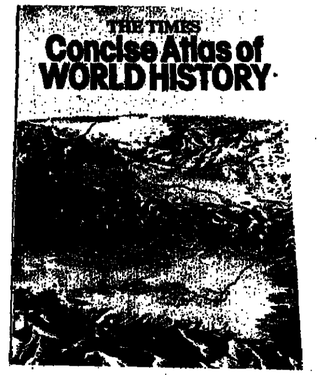
Continuing education and general interest

ALL OUR WORKING LIVES
(Friday April 13, 21.25 BBC2)
A history of Britain at work in the twentieth century begins with "The Shipbuilders".

A PASSAGE TO BRITAIN
(Wednesday 18.00, C4)
A 12-part series looking at the history of immigration to Britain and the legacy of the British Empire.

PATMOS, ISLE OF THE APOCALYPSE
(Friday 19.00, C4)
For the first time the monks of Patmos allow total freedom to a film unit to record the ceremonies of Easter week on the holy island.

SHAKESPEARE IN PERSPECTIVE
(Friday 19.00, BBC2)
Sir John Hackett, distinguished soldier, author and broadcaster, gives his personal view of "Coriolanus".



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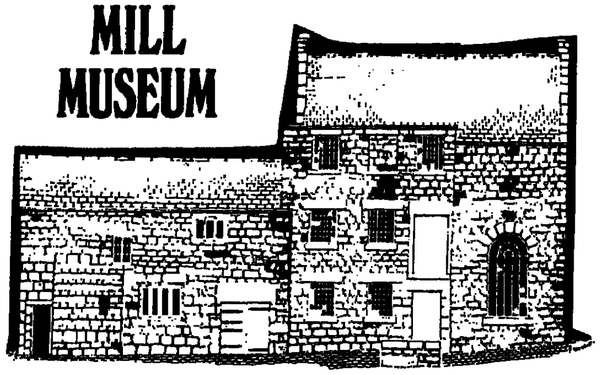
ENDPAGE

WORSBROUGH MILL MUSEUM



Continuing our occasional series on rural museums, Liz Heron visits a museum which is a mill

Worsbrough Mill Museum
Worsbrough Country Park, Worsbrough, Barnsley, South Yorkshire (tel 0226-203961).
Open Wed-Sun 10.00-6.00 or dusk if earlier.

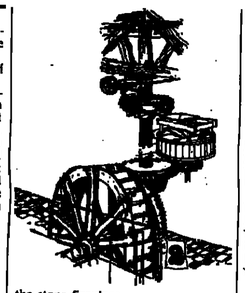
A stone-ground loaf might be a good starting-point for a visit to Worsbrough Mill Museum. The move back to brown bread from white by consumers and away from the mass-produced product has given a new lease of life to the old mill by the stream in some parts of the country. It gives a visit to Worsbrough an added relevance.

Although this mill isn't a commercial concern, you can buy a bag of Worsbrough flour to take home. Flour is milled on the premises and sold at cost-covering price; five tons of wheat are milled in a year. Worsbrough Mill Museum is maintained and run by South Yorkshire County Council. It is situated on the River Dove two-and-a-half miles outside Barnsley, in Worsbrough Country Park, and is both a repository of rural industrial history and a working mill.

As well as a 17th-century water-powered mill (the Old Mill) Worsbrough has a 19th-century engine-powered mill (the New Mill).

The millers are curator Jim Woods and his assistant Roy Eastwood; Joan Richardson takes care of administration and bookings for school parties. The Domesday Book recorded a mill at Worsbrough in 1086, though the precise location wasn't noted. Another record shows one in the area in 1561. Architectural evidence dates the sandstone buildings on the present site back to 1625.

The millers themselves, who until the 19th-century took payment for their services by toll – a 16th part of the grain brought to the mill – are unknown before 1757. From then the names of 13 millers – one of them a woman – are recorded. Their initials are carved into the stone fireplace.



The last miller was in business until 1966, working the water-powered mill to grind barley, oats, peas and beans for animal feed. Then the mill was taken over by the local authority; restoration work began in 1972 and the museum was opened to the public in 1976, with both Old and New Mills in working order – a mere ten years' interruption of a centuries' old activity.

School parties arrive in increasing numbers. They are usually primary school children combining a visit to the museum with an outing to the country park where the ranger provides a guided tour and there's a programme of natural history walks throughout the year.

In the museum itself, groups can book in advance an introductory talk with slides in the evening, depending on the flow of visitors. The route round the mill buildings is signposted in numbered sections and each of these is explained in an illustrated leaflet.

First there's the mill-pond, supplying water for the water-wheel, originally filled through a "head race" from the river, now mainly from the adjoining reservoir; next the water-wheel and the mill floor where grain is ground and bagged.

In the engine room of the New Mill you can see a Hornsby Oil Engine, built in 1911, and set up as part of the restoration work to replace the steam engine which had been formerly in use. There's little of a "museum" atmosphere; things are in their working place, rather than on display, but a few photographs with explanatory text help to make the processes clear.

Comparisons of these processes can be made. The new Mill takes four hours to mill a ton of wheat, the water-powered mill closer to seven hours, though in some repects there's little difference between the 17th-and the 19th-century methods.

There are also differences between millstones, depending on their function; local Peak District stones are used for animal feed, imported "French Burrs" for milling wheat. Among the ancillary machinery is a kibbler for cracking open grains of corn and beans and an cattoller which crushes the grain rather than grinding it to meal. Other machines and implements can be inspected at close quarters, though safety precautions are observed whenever machinery is in operation.

The route through the mill building ends up with an interpretive display outlining the history and development of the mill and chronicling the tenancy of some of its millers.

While the setting lends itself to imaginative speculation about the past (the miller's relationship to the farming community and the local manor house, social changes in the area during the industrial revolution) all the different kinds of technology in evidence supply the material for an exploration of the material for an exploration of the material background to this history. It's a balance calculated to set visitors on an instructive trail to the past.

SHOCK tactics

by Victoria Neumark

Animal Rights? By Bob Fromer
Filmstrips, cassette, teacher's book. £22 plus VAT
Mary Glasgow Publications Ltd, 140 Kensington Church Street, London W8 4BN (tel: 01-229 9531).

Poor animals! Not only do we hunt them, eat them, skin them, make pets of them, ride them, use them as beasts of burden and exterminate them as pests, but we also conduct our horrid experiments on them. This pack, commissioned and funded by Animal Aid for Mary Glasgow's distribution, could provide a useful starting point for secondary school class discussion of whether animals, too, have rights.

The filmstrips are rightly shocking and the soundtrack quite effective. The teacher's book, however, is printed in far too small a type to be useful and contains too much: a bibliography, suggestions for classwork, topics for discussion and numerous notes.

I am afraid this tends to be the flaw in many a crusade. The Animal Aiders overkill the issue and leave the audience reeling not with horror but with the boredom which results from too much ghastly information. It would have been better to concentrate on just one or two of the manifestations of man's cruelty to the beasts and merely indicate the scope of the rest.

Then, too, the thinking is muddled. One might easily deplore the wanton cruelty and scientific inaccuracy of the LD-50 tests without wishing to extend what is really a legal concept, that of rights, to the brute creation. LD-50, for the ignornt, is a toxicological test for drugs and household products whose object is to determine what dose of the substance being tested will kill 50 per cent of the animals used. On the result safe levels for human exposure are decided. Obviously this causes much suffering to the animals and is almost useless, considering variations in metabolism, for application to human beings.

Clearly you do not have to be a convinced Animal Aider to disagree with the use of this test or with the testing of cosmetics by squirting them in rabbit's eyes, any more than you have to be a vegetarian to dislike factory farming. But when we come to the emotional exploitation of animals as pets I think it is past the point of sanity to stand up for Fido against his master.

Call me a "speciesist" if you will, but I believe it is only by firmly identifying ourselves as human beings and seeing what is truly best for us that we can act properly to the animals and try to shape a world in which each creature has, maybe not rights, but their own place without violation.

Tomorrow's energy

by John A Barker

Renewable Energy for Today . . . and Tomorrow
Available as a 60 full-frame filmstrip £6.00, or as a slide pack £12.00, both with scripts and resource sheets.
WWF/IUCN International Education Project, Greenfield House, Gulting Power, Gloucestershire GL54 5TZ.

This set was produced by the WWF/IUCN International Education Project in co-operation with the National Centre for Alternative Technology. It provides an overview of the potential sources for our future energy supplies.

The set begins with an illustrated survey of the problem accruing from the use of fossil and nuclear fuels: limited resources, increasing expense to obtain, environmental damage. It then considers the range of alternative and renewable energy resources. A number of installations to collect solar energy are illustrated – one point that it could usefully have made is just how far the use of solar collection has gone, as for example in Israel, where every new dwelling probably has its solar panels.

Next, solar cells are discussed and various mechanisms to make use of the wind, ranging from traditional windmills to advanced aerogenerators. break Hydro-power devices provide an interesting contrast in that evidence is accumulating that "small is best and beautiful". This is because environmental costs, short and long term, as a result of some giant schemes, outweigh the value of the energy produced.

The oldest way of accumulating potential energy supplies is via green plants. Examples used include reafforestation; more efficient treatment of plant material – from combustion to fermentation followed by solar distillation. Other organic materials such as sewage can provide useful fuel as methane gas. Finally two other energy resources are introduced: tidal and geothermal power.

This is a very useful set of slides. As a resource it would be valuable in a number of contexts in science, geography, and environmental studies. The photography overall is good and the significant points are generally highlighted, although at least one – slide 21 of the Savorius Rotator water pump – pretty well defies interpretation. Although the script does not contain any hard data, there is a Renewable Energy Resources List, from which much could be obtained. I hope this will be reprinted because as it stands it does not always provide sufficient information regarding the source of the materials.

Religious war

by Michael Henderson

Salvation Army teaching resources.
Schools' Information Service
The Salvation Army International Headquarters, 101 Queen Victoria Street, London EC4P 4EP.

Many RE teachers are rightly cautious about using teaching materials produced by committed agencies and organizations; such booklets, leaflets and films are rarely objective and frequently directly evangelical.

The same may be said of some of the many resources available from the Salvation Army Schools' Information Service but, among the material on offer, there is much that will provoke a fascinated response, not least the actual "Articles of War", which must be signed by every Salvationist, with their detailed (and demanding) declarations of total abstinence and the avoidance of unclean conversation. In fact, the Salvation Army is a body well worth studying, not least for its readiness to allow women a prominent role in its teaching and organization, but also for its social work (although it is interesting to note that of every £1 donated, only 41p is spent on UK hostels and community units).

Primary school teachers will find they can obtain sheaves of photographs to illustrate projects as well as workbooks, while for older pupils there are information leaflets, student packs and also 16mm films available for hire. Although there is little about the Salvation Army's attitude to other Christian denominations and nothing about their rejection of sacraments such as holy communion, there is much that illustrates the beliefs as well as the social work of the "army without guns".

Interested teachers can write to the above address, requesting either the resources catalogue and a selection of free leaflets (specifying the age range or exam course in question) or order the Teachers' Resource Pack (£3.00). This includes a wide range of publications, together with background notes for teachers on the use of the materials.

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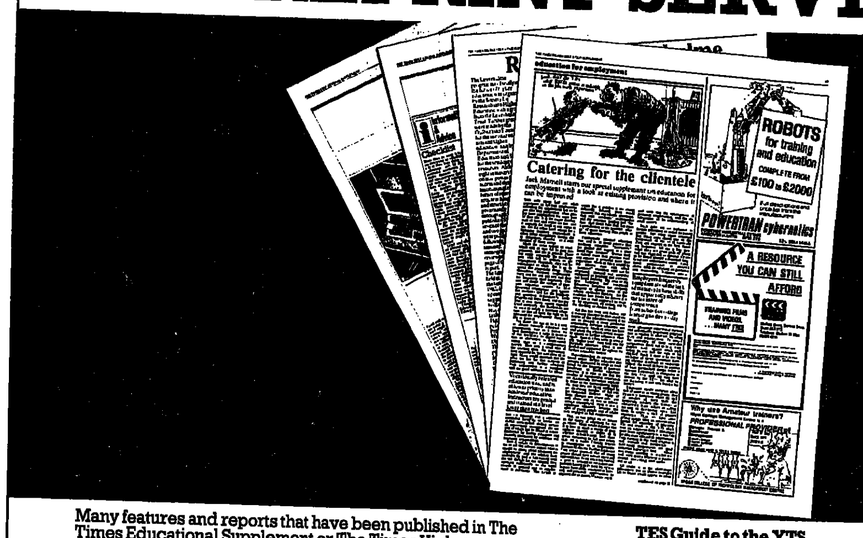

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A 12 page feature including articles on the Foreign Language at Work scheme, understanding comprehension, and a report from the National Congress on Languages in Education. First published in TES on 3 February 1984. Price 80p.

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A 20 page reprint designed to inform the rapidly increasing numbers of teachers needing to be kept abreast of current developments. First published in TES on 2 March 1984. Price £1.00.

School Travel
24 pages of school trips at home and abroad. Reprinted from two extras. First published in TES in January 1983. Price £1.30.

School Visits
A 16 page feature giving details of day trips to various museums, historical buildings and places of interest as well as covering Venture Weeks and a 'Do-it-yourself Europe' survival course plus tips on how to make your school visit enjoyable for both pupils and teachers. First published in TES in February 1983. Price £1.00.

TES Guide to the YTS
A 4 page guide that attempts to sum up the facts and set out how the scheme actually works. First published in TES in May 1983. Price 25p.

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A 4 page edited version of the final report of the programme. First published in THES in May 1983. Price 25p.

Business & Technician Education
An 8 page feature containing contributions from Mr H. N. Raine, Chairman of the Business and Technician Education Council, Sir Robert Telford, Chairman of Marconi, and Dr George Tolley, Head of Quality at the Manpower Services Commission, to name but a few. First published in THES in March 1984. Price 80p.

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A 6 page survey that discovers how academics in seven disciplines (Civil Engineering, History, Economics, Physics, Politics, Chemistry and Architecture) regard the standing of their subjects. Compiled from reports in the THES in December 1982 and August 1983. Price 80p.

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A 2 page survey covering Business Management, Biology, and English. First published in THES in January 1984. Price 25p.

Information Technology
In March, the THES published its second feature on IT. This includes articles on digital drawing-boards, geographical data sifting and other valuable information. First published in THES in March 1984. Price 25p.

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Nursery Education

Headships

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
ABBEY NURSERY & INFANTS SCHOOL
Welshpool
Required for September 1984 or such later date as may be agreed, a qualified HEAD TEACHER Group 2. (Ref. 9/84).
Application forms and further particulars obtainable from the Director of Education, Education Department, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5BA, to whom completed forms should be returned by 27th April, 1984. (3289) 100010

SHROPSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
ABBEY NURSERY & INFANTS SCHOOL
Shrewsbury
Required for September 1984 or such later date as may be agreed, a qualified HEAD TEACHER Group 2. (Ref. 9/84).
Application forms and further particulars obtainable from the Director of Education, Education Department, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5BA, to whom completed forms should be returned by 27th April, 1984. (3289) 100010

WARWICKSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
ALCESTER NURSERY SCHOOL
Alcester
Required for September 1984 or as soon as possible thereafter, a HEAD TEACHER for this new nursery school to be established in temporary premises. Group 2 according to qualifications and experience.
Application forms and further particulars from the Director of Education, Shire Hall, Warwick CV34 4RR, to be returned by 4th May, 1984. (3288) 100009

WILTSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
ROWDE CE (AIDED) NURSERY SCHOOL
Devizes
Required for September 1984 or as soon as possible thereafter, a HEAD TEACHER Group 2 according to qualifications and experience.
Application forms and further particulars from the Director of Education, County Hall, Trowbridge BA14 8JB, to be returned by 4th May, 1984. (3290) 100011

WORCESTERSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
ST. MARY'S (AIDED) PRIMARY SCHOOL
WESTBURY, SHREWSBURY SY5 9QX
Diocese of Hereford.
A Group 2 School with a current teaching establishment of Headteacher plus 2.
Applications are sought from those suitably qualified and experienced for the above

Headship

which will become vacant at the beginning of the Autumn Term, 1984.
The Governors look to the new Headteacher to be a practising Christian. A communicant of the Church of England preferred.
School house available.
Application forms and further details (send S.A.E.) from: J. Boyers, B.A., County Education Officer, Education Department, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND. Tel: 222816, to whom they should be returned by Tuesday, 1st May, 1984. (3268)

Other Appointments

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
WILLINGTON FIRST SCHOOL
Denbigh Avenue, Wallsend NE28 0DS
Headteacher: Miss D. Sanderson
Required for 1st September, 1984.
Scale 2 EXPERIENCED PRIMARY TEACHER to establish and run a new 32 place unit on the first school site.
Application forms are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields NE29 6HH, and should be returned to the Headteacher within two weeks of the appearance of this advertisement. 100005

CHESHIRE
EDUCATION COMMITTEE
RUNCORN CE (VOLUNTARY AIDED) PRIMARY SCHOOL
School Crescent,
Runcorn Road, Crewe CW1 1RA
Tel: Crewe 582405
NURSERY SCALE 2
Required for September 1984, to take charge of this community based nursery attached to Runcorn CE school providing facilities for children and their parents, who are expected to take an active role in the early years of their childs education. Applicants should be resourceful persons, committed to flexible approach to education and able to establish good personal relationships with staff, parents and with the wider community of health and social services personnel.
Applicants are welcome to visit the Nursery prior to drafting their forms.
Closing date 4th May 1984.
Application forms available from District Education Officer, Delamere House, Delamere Street, Crewe, Tel: Crewe 583177. (67943) 100008

HAMPSHIRE
WORDSWORTH ASSESSMENT CENTRE & NURSERY
Stretton Road, Shirley, Southampton
Required September, Teacher-in-Charge - Scale 3.
S.A.E. for application form and details to: The Education Officer, (SW/PL) Avenue Gate Towers, North Portland Terrace, Southampton SO9 1DS. Closing date for completed applications 4th May. (68661) 100006

BERKSHIRE
SANDHURST SCHOOL
Sandhurst, Berkshire
Required September 1984, HEADTEACHER (Group 3).
Application forms and further details from the Director of Education, Shire Hall, Shinfield Park, Reading RG2 9XE (S.A.E.). Closing date 27th April, 1984.
Berkshire County Council is an equal opportunity employer. (68874) 110010

BERKSHIRE
WOOLHAMPTON CE (AIDED) PRIMARY SCHOOL
Woolhampton, Reading RG7 5RU
Required for SEPTEMBER 1984 the HEAD TEACHER (Group 2).
Application forms and further details from the Director of Education (SS/SH), Shire Hall, Shinfield Park, Reading RG2 9XE (S.A.E.). Closing date: 8th May, 1984.
An Equal Opportunity Employer. (67159) 110010

BUCKINGHAMSHIRE
COUNTY COUNCIL
WADDESDON COUNTY COMBINED SCHOOL
Baker Street, Waddesdon, Aylesbury, Bucks. HP18 0LQ
Applications are invited for the HEADSHIP of this combined School from September 1984.
Group 4.
S.A.E. for application form and details to: The Education Officer, (SW/PL) Aylesbury Area Office, Walton Street, Aylesbury, Bucks. HP20 1UR.
Closing date for completed applications 4th May. (68661) 100006

Primary School Education

Headships

BERKSHIRE
SANDY LANE INFANTS SCHOOL
Sandy Lane, Bracknell, Berks. RG12 4YS
Required September 1984, HEADTEACHER (Group 3).
Application forms and further details from the Director of Education, Shire Hall, Shinfield Park, Reading RG2 9XE (S.A.E.). Closing date April 27th, 1984.
Berkshire County Council is an equal opportunity employer. (68874) 110010

BERKSHIRE
WOOLHAMPTON CE (AIDED) PRIMARY SCHOOL
Woolhampton, Reading RG7 5RU
Required for SEPTEMBER 1984 the HEAD TEACHER (Group 2).
Application forms and further details from the Director of Education (SS/SH), Shire Hall, Shinfield Park, Reading RG2 9XE (S.A.E.). Closing date: 8th May, 1984.
An Equal Opportunity Employer. (67159) 110010

BUCKINGHAMSHIRE
COUNTY COUNCIL
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Baker Street, Waddesdon, Aylesbury, Bucks. HP18 0LQ
Applications are invited for the HEADSHIP of this combined School from September 1984.
Group 4.
S.A.E. for application form and details to: The Education Officer, (SW/PL) Aylesbury Area Office, Walton Street, Aylesbury, Bucks. HP20 1UR.
Closing date for completed applications 4th May. (68661) 100006

CAMBRIDGESHIRE
WELLAND COUNTY PRIMARY SCHOOL
Seaford Drive, Peterborough PE3 6TA
Tel: Peterborough 63663
QUEEN'S
REQUIRED FOR SEPTEMBER 1984 OR AS SOON AS POSSIBLE THEREAFTER
Applications are invited from suitably qualified and experienced candidates for the Headship of this Organisation school situated in Peterborough.
Vacancy due to the retirement of the present holder.
Possible housing assistance.
Further details and an application form available from the Senior Area Education Officer, Education Offices, Towlers Croft, City Road, Peterborough PE1 1UJ (s.a.e. first please). Closing date for receipt of applications 30th April, 1984. (67667) 110010

CLWYD
COUNTY COUNCIL
ST. WINEFRIDE'S R.C. PRIMARY SCHOOL
Holywell
(150 pupils)
HEAD TEACHER - GROUP 3
Applications are invited from suitably qualified practising Roman Catholic teachers for this post. The vacancy occurs due to the promotion of the present Head. The post is available from 1st September, 1984.
Application forms may be obtained from Rev. Fr. Owen Medlicott, P.P., St. Winefride's Presbytery, 19 Well Street, Holywell, Clwyd CH8 7PL. Completed forms should reach that address by April 30th. JOHN HOWARD DAVIES, Director of Education, Shire Hall, Mold. (67988) 110010

DORSET
BEAMINSTER GREEN FIRST SCHOOL
Oakfield Road, Poole (age range 5 - 9, 300 on roll)
Required September 1984 or January 1985,
TEACHER - GROUP 5.
Application forms and further details from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6HR, on receipt of s.a.e.
Closing date 30th April. (68488) 110010

EAST SUSSEX
ST PHILIPS RC (AIDED) PRIMARY SCHOOL
New Town, Uckfield TN22 5AY
Roll: 208
Required from September 1984 Teacher, Group 4.
Relocation grants available in approved cases.
Application forms (see please) from and returnable to the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes, East Sussex BN7 1SG. Closing date April 27th. (56559) 110010

EAST SUSSEX
PEVENSEY BAY CE PRIMARY SCHOOL
Brede Lane, Pevensey Bay, Seaford TN35 4QN
Required from September 1st if possible: Head Teacher (Group 3).
Relocation grants available in approved cases.
Application forms (see please) from and returnable to the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes, East Sussex BN7 1SG. Closing date April 27th. (56549) 110010

EAST SUSSEX
HAILSHAM CE PRIMARY SCHOOL
Hailsham, Robertsbridge Road
Required from September 1st Headteacher: Head Teacher (Group 3).
Relocation grants available in approved cases.
Application forms (see please) from and returnable to the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes, East Sussex BN7 1SG. Closing date April 27th. (59543) 110010

EAST SUSSEX
NUTLEY CE PRIMARY SCHOOL
Nutley, Uckfield TN22 3NW
Required date September if possible: Head Teacher (Group 3).
Relocation grants available in approved cases.
Application forms (see please) from and returnable to the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes, East Sussex BN7 1SG. Closing date April 27th. (56618) 110010

EXTRA

GEOGRAPHY

Image, role and relevance

by John Chiplen

Geography is an intellectually simple, narrow and limited subject, which concerns itself merely with gazeteer information and shopping lists of an encyclopaedic nature. That, at least, is what its popular image still appears to be, even among quite educated people, and that image is taking a long time to fade away.

A number of other limited views of geography can be summarized roughly as follows: "Eiffel Tower knowledge" concerning the height and length of various physical features and even of buildings; "Timbuctoo knowledge" which concerns itself with gazeteer information about the location of all places from Alexandria to Zurich; "Colman's Mustard knowledge" which involves shopping lists of the various products made in different towns and countries; "geographical" knowledge where the adjective is misused by being limited to and equated only with certain physical environmental phenomena and their location; "keeping up to date with information about major development projects"; "it involves having a nice easy day out in the country doing fieldwork"; "it's just about maps"; "it's just about oxbow lakes, yardangs, rivers and glaciers"; "it's a limited naive physical deterministic explanation of human activities within a closed system that ignores total reality and the multifactors really involved"; "it only deals with the spatial aspects of society"; and "geography may have been a meaningful word to the ancient Greeks and Romans, but it can hardly be realistically used to name an individual subject today, any more than the word science can be used for an individual subject, when what one really studies is physics or chemistry or biology. Perhaps the term geography can be used for a university faculty, as in the Soviet Union, but as the name of an individual subject it has become obsolete".

Some of these views are of a somewhat more sophisticated, informed and thoughtful nature than others, and there is an element of truth in each. Each view represents to some extent the varying levels of educational experience in geography and intellectual ability of those who would make such definitions of the subject.

Of course, the popular image of all subjects can never match the depth of understanding achieved by their professional adherents, and it is also quite natural for an academic to see in his own particular subject great width, relevance and interest, and yet at the same time, in a state of innocent naivety, to see in other subjects an element of narrowness. Nevertheless, geography appears to be particularly misunderstood and to be singularly unfortunate in not being able to shed the really obsolete naive images of itself.

In reality, geography provides, among other things, a broad intellectual framework which virtually amounts to being a "philosophy of reality" in itself. Anyone attempting the personal development of a broad, informed perspective of the total world environment, which includes an understanding of both its physical and human components, as well as a spatial-cum-regional perspective ranging from one's own small locality to ultimately the whole world in scale would find geography to be of immense value.

Furthermore, it increasingly concerns itself less with purely academic matters and applies itself more to issues and problems of the modern real world, through its interest and involvement in planning, spatial efficiency,

environmental management, resource evaluation, perception studies, land use, identification and study of environmental hazards such as flood plains, unstable slopes subject to landslip and coastal erosion, and in the decision-making process, especially by government and business corporations, on political, social and economic issues which have a spatial, regional or environmental component.

One of its main concerns now is the study of the control and organization of space over the surface of the earth, whether it be in the form of applied studies in geomorphology and hydrology, or through studies on a city and its region, or on regions from a centre-periphery standpoint, or as political geography, or about land ownership, or in an advisory role to government decision-making on local government reform, or regional planning and land use in a competitive space economy.

Moreover, it has developed a political dimension, far beyond the traditional study of political geography, for those geographers who have become politically aware and take an interest in themes such as welfare geography and spatial social justice, and who see geography more in an active prescriptive role concerning socio-economic issues and less in a passive advisory role.

Whether geography should be studied only from the ideological viewpoint of Marxist "critical theory" or become a political animal is very much open to debate. Modern geographers should heed the lessons learnt concerning academic political geography's affair with *lebensraum* and geopolitics in Nazi Germany. This continuing discussion of geography in the context of politics, philosophy and ideology is at least a salutary far cry from gazeteer geography.

However, the popular but clearly obsolete image of geography has, in the minds of a number of sophisticated and educated intellectuals, apparently been transformed into an opinion that geography itself is an obsolete, bankrupt and dying subject. Now, of course, this is a very critical charge. It is true that geography, as a synthetic and coordinating subject with a broad holistic viewpoint, has come under attack for being too ambitious in its avowed objectives and rather megalomaniac in staking out its academic territorial claims, and in particular has been accused of being superficial and unscientific.

It is also true that geography has the problem of accommodating itself to a number of new subjects such as area studies, contemporary history, earth sciences, ecology, environmental sciences, landscape history, urban studies and so on.

However, it must be remembered that geographers have helped to create these fields of study and make a very positive contribution to them, and the fact that such studies are in the broad sense geographical and in the past have, at school level, been very much taught within a geography course, reinforces the traditional value and relevance of geography itself.

Nevertheless, in the Open University, several new British universities and many polytechnics, geography as geography hardly exists in its broad sense, but has been narrowed down in scope and subsumed under other subject headings. Yet a student taking A level geography might well view to great advantage a number of Open University television programmes across 20 or 30 different courses, apart from those labelled specifically as geography, in order to further his objective of developing a traditional geographical perspective.

It is also true that geography has undergone a number of revolutions of a conceptual, quantitative and technical nature and has become more sophisticated and intellectual at university level, a level which in fact required a more demanding, rigorous approach.

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Opening the show

Keith Hilton previews the Geographical Association Annual Conference April 16–18

The Geographical Association's conference theme this year is "The Future of Geography and Geography Education". Between April 16 and 18 we hope some non-Orwellian scenarios will appear to delight, shock, amuse and inform those who come to the Royal Geographical Society and the London School of Economics.

The programme format is the usual blend of lectures, symposia, and workshops together with the exhibition. The publishers' exhibition (open at the London School of Economics, Houghton St on April 17 and 18) is the largest-ever with over 70 exhibitors. For economical, comparative browsing of books and non-book materials, including the proliferating Computer Assisted Learning field, the exhibition is an unmatched free facility for all geography and environmental studies teachers.

The symposia and workshop sessions contain a varied diet. Many have originated from the work of the association's committees and working groups. Three sessions this year are launches for new work – "Geography and Slow Learners" (April 17, 3pm, LSE); "Pride and Prejudice in the Geography Curriculum" from the Multicultural Education Working Group (April 18, 2pm); and "Geography, Schools and Industry" (April 18, 9.30am). The Further Education Section's symposium on "Geography and the Manpower Services Commission" (April 18, 4pm) could prove useful to teachers too, given the MSC's growing influence on the curriculum.

At the other end of the age spectrum the "Future of Geography in the Primary Curriculum" is explored (April 17, 4.15pm). On the same day the 16–19 Project has two sessions, a key part of its dissemination drive. The following day the all-important question of third-year choice will be examined (9.45am), as will one of geography's success stories – using micros (11am and work-shops 2pm).

The lecture programme also explores futures. Professor Doreen Massey will speak on the future of work (April 17, 11am); Derek Gregory on human geography (April 17, 3pm, LSE); John Gold on the city (April 18, 2pm, LSE), Richard Muir on British landscape (April 18, 3pm); Professor Michael Wise on geography (April 18, 11am); Professor Denys Brunsden on geomorphology (April 17, 12 noon).

Rex Walford's presidential address looks at "Geography and the Future"

Continued

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Series Editors: Harry Tolley and Keith Orrell

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Macmillan Geography is a new series of course books for CSE and O level examinations. Written with the new criteria for the 16+ very much in mind, it puts all the topics central to the syllabus into a social context, helping students to clarify their own attitudes to the issues and problems which have a growing influence on their lives.

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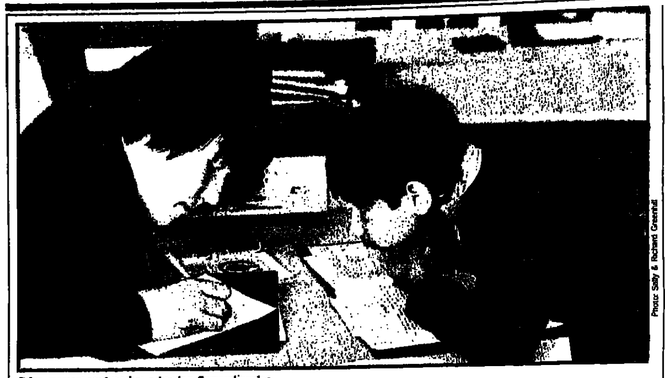

Photo: Sally & Richard Greenhill

Prive moment captured at a London Comprehensive

Going for mixed ability

by Joyce Savin

To "provide a caring and supportive environment, where all who work can give of their best", is part of the philosophy of Grange School, a seven-form entry, 11–18 comprehensive in the centre of Oldham. It is a popular choice with parents and places a strong emphasis on school uniform, homework and formal teaching.

In 1982 it was decided that the banding in the first year would be replaced by registration in forms which would be as homogeneous as possible with regard to ability, sex and ethnic origin. The decision on whether to teach mixed-ability groups rested with individual departments which were each allocated four classes to teach at a time. The craft subjects with a long tradition of mixed ability teaching continued in the same way but most heads of department opted for setting, based on the results of an English test given during the first fortnight of the autumn term.

The decision of the geography department to go mixed-ability involved many meetings both in and outside the department, and as a result there was not as much time left as we would have wished at the end of the summer term for preparation. None of the people involved had any experience of mixed-ability teaching, but it was felt to be more appropriate to the philosophy of the school than the previous system.

Our dissatisfaction with the banding system included:

- Promotion and demotion from one band to another was very much a number's game aimed to keep approximately 30 pupils in each class.
- Any movement which did take place was based on form averages which gave equal weight to all subjects.
- The unavoidable rigidity of the system led to complacency in students in the top band and resignation in the bottom band where pupils tended to conform to our low expectations of them.
- The banding system resulted in a high proportion of children with language difficulties (26 per cent of the first year pupils are of Asian descent) in the same class as pupils with behaviour problems, presenting the teacher with an almost impossible task.

Having taken the decision to adopt mixed-ability grouping with the first year pupils we had to consider how to proceed. We found our problems set out all too clearly in the Department of Education and Science document, "Mixed Ability Work in Comprehensive Schools." Finding solutions was another matter.

We felt it important not to make too many changes at once. We decided to maintain the formality of the classroom. Pupils would continue to sit in rows of double desks in alphabetical order, boy, girl, as before. This provided an ethnic mix and made it unlikely that the less-able pupils would sit together. It was agreed that all classes would do the same work, and work-sheets which proved successful with one class should be made available to all. We decided against topic work books because for many pupils they would be a waste of paper. Also, this method of individual working might discourage the most important class discussion which gives pupils with reading and writing difficulties a chance to express themselves.

During our first year we had the expected problems of children with reading and language difficulties and able pupils who devoured work at an alarming rate. Unfortunately it had not been possible to allocate a remedial or E2L teacher to each block of four classes as had been planned. With only two geography rooms and four classes having lessons at the same time it meant that two classes had to be taught in other areas. There were very few behaviour problems and many examples of good cooperation. Poor readers scored well on the map skills test but badly on the weather topic.

The assessment tests are intended to diagnose areas where extra help is needed and to provide the pupil with a summary of his or her previous learning. They do not lend themselves to statistical manipulation. The examination at the end of the first year produced an approximately normal distribution of marks. In one class these showed a correlation of 0.7 with the reading age of the pupils at the end of the primary school. A graph of these two sets of data pinpointed two children at the upper end of the ability range who were under-achieving.

Now that we are in to the second year of mixed-ability teaching the head of the remedial education service in Oldham and his assistant have joined our departmental meetings on several occasions to advise us in planning units of work and to help assess the suitability our existing resources for the less able.

This led to the discovery of something we had previously suspected, that the textbook, *Understanding Geography 1. The Framework*, by Norman Pantling on which our first year course is based, has a readability level beyond all but the most able pupils in the year.

In the second year our attempts to adapt an existing concept-based syllabus on the developing world have led to the decision to rewrite the syllabus completely. Departmental meetings formerly held occasionally and briefly in the lunch hour are now held every Monday after school. Learning materials are reviewed with a sharper awareness of the pupils' needs.

The second and eventually the third year pose far more problems for mixed ability geography teaching in a school where most subjects are taught in sets. In the first year the pupils accepted a situation similar to that in the primary school. By the second year they are aware of their differing abilities, and although some of the friendships formed within the registration group still exist, many more are formed within the ability sets.

There is a need to break down the formal organization of the classroom on occasion, without losing control. Simulations lend themselves to mixed-ability group work. There is an example in *Understanding Developing Places* by Lawrence Kimpton on choosing a site for a tribal settlement. Following a general explanation by the teacher, the "tribes" discuss the best location for their village.

It is the responsibility of the tribe to ensure that each member understands the issues involved and how to vote. After the decision has been taken the tribe must justify it to all the other tribes. This simple exercise provides an excellent opportunity for the teacher to observe and record social, organizational and oral skills and for the pupils to gain confidence in themselves and to respect the views of others.

The use of video cassette recorder provides visual experience although the BBC programme, *Primary Products*, gives a rather "Zoo-view" of cocoa-growing in Ghana. Using the suggestions by Richard Kemp in *Teaching Geography* the pupils used a fact sheet while watching the film, followed by a progressive question worksheet. We chose this method as being more appropriate to genuine mixed-ability teaching than the graduated exercise option.

The lesson produced many perceptive answers across the ability range but the programme which received a round of applause was *A Story from Ghana*. Some of the children who have visited their relations in rural areas of Pakistan and Bangladesh could identify with James Obongo who left a simple village community for an education and a better-paid job in the town.

At the moment we are looking at methods of assessment. We can confirm HM Inspectorate's report of a high percentage of whole class teaching. Many children with reading and writing problems score well orally. We hope to assess other skills besides written work. Homework is another nettle to be grasped. How do we devise meaningful exercises for the whole class? What attitudes do we adopt to a child who does not do homework? How can we can be sure the fault is not ours?

"The adoption of mixed-ability methods has implications for the whole five-year course, at the end of which most pupils take public examinations. The pace and content of the first two years should be carefully monitored . . ." (HMI report). What criterion can we use to monitor progress beyond the first year? The support teacher appointed by Oldham under the urban aid programme to provide enrichment for under achievers is helping us to develop supplementary packages of learning materials.

At the end of the third year the numbers opting for 16-plus geography will give us some indication of the wisdom of our decision to teach in mixed-ability groups. It will be some years before we can tell whether our teaching is providing a sufficiently rigorous training for the 10 per cent of the pupils who take geography at A level.

Joyce Savin is head of geography at Grange School, Oldham

Fiction then fact

A Cup of Coffee. By Julian Fox. 0 85340 941 7.

A Loaf of Bread. By Angela and Derek Lucas. 943 9.

Wayland Origins series £1.50 each.

Most primary and middle school librarians have probably encountered this impressive-looking but colourful little series by now. Topics covered so far in this succession of product geographies include gas, paper, sugar, wool, tea, rubber, water and meat. The latest titles on coffee and bread follow the same pattern as before. Fiction on the opening pages leads eventually to factual enquiry.

In a review of earlier books in this series I described some of these fictions as banal. Readers will have to judge for themselves whether the concept of two adolescent readers on a "home-shaped spaceship" creating the secret of instant coffee, is famous or just fa.

At least it is original and provides a mechanism for a detailed and informative explanation (in reverse) of the entire process from coffee cup to coffee bean.

The start to *A Loaf of Bread* is also but mundane. Sam and Ian begin to count the times when they ate bread and then decide to find out more about it. Since this is presumably what most children will be doing when they read this book it hardly makes an interesting beginning. Some the less obvious purpose and the text goes on to present sufficient information about wheat and bread for most project needs, ably supported by excellent full-colour illustration and pictures.

This is a useful series for juniors and my only reservation is whether the limits of the stories is compatible with the technical information considered such as endosperm, planation, Arabica" and lead rust.

Philip Sauvain

Particular pressures

David Jones on the problems and issues facing geography teachers

Geography teachers in secondary schools are faced with a wide range of problems and issues of concern, and new entrants to the profession are starting their careers at a time when prospects for advancement are extremely limited. Of course, many problems are common to all teachers but some are more specific to geography and geographers.

First, there are the general issues which affect all teachers whatever their subject; second, there are the particular pressures on geography's role and place in the curriculum, and third, there are teaching problems, some special to geography and some common to other subjects.

Of the general issues, financial constraints and falling rolls combine to dishearten teachers by making their future careers uncertain and the performance of their jobs more difficult, but falling rolls have other implications besides closures of schools and lost jobs. For example, some heads are refusing their staff permission to attend any in-service courses during school time because of the problems of covering classes, and this in turn presents difficulties for the introduction of new ideas and new courses.

Also, the increasing use of non-specialists to teach geography places a heavy burden on the head of department as the main agent for training and retraining, and in any case, is it reasonable to expect staff to learn and relearn new subjects every year?

When we consider geography's

Photo: Sally & Richard Greenhill

place in the curriculum and the various pressures on its role, there are two particular developments which we notice. First, there has been a tendency in some areas to replace geography with an integrated or combined course of some kind, almost always incorporating history and with varied combinations of other subjects. It is noticeable that very few geographers involved in such schemes seem to be perturbed by such developments, and are usually highly committed in their favour; those not faced with the immediate prospect of teaching geography within an integrated framework, but apprehensive of future developments, put forward the most opposition. One solution to course planning in a falling rolls situation appears to be the development of more broadly based courses, but a careful study of publications and reports shows that the integrated courses which most satisfy geographers and other observers have had a strong input from geographers themselves. The least satisfactory integrated schemes seem to be those planned with limited or no consultation with geographers.

The other set of pressures arise from the need to deal with a variety of issues all of which are clearly recognized as having an important role in geography, but which create difficulties because of the limited amount of time available for teaching the subject. Issues relating to urban environmental education, for example, could take up the entire time allocated to the subject if the suggestions of some pressure groups were accepted in full. With development education, an area where geography probably has more to contribute than any other subject, there is the difficulty that whatever approach is adopted some criticism is likely to follow as illustrated by the recent comments regarding materials in the Geography for the Young School Leaver project.

Geographers, like other teachers, are under pressure to make use of the microcomputer in their teaching, but how many of us have easy access to the facilities? One recent survey suggested that only about 500 geographers make regular use of microcomputers in their teaching. Even if this is a serious underestimate, it still suggests very small usage, a situation which is unlikely to change until microcomputers are as common as slide projectors and good programs as common as good slide sets. Loosely related to the use of microcomputers is the role of geography in vocational education, whether looked at from the viewpoint of making the subject more job relevant or in the context of courses labelled "vocational".

There have been numerous curriculum developments in geography teaching in the last 15 years or so, and before some teachers have adjusted to one set of changes others have followed. "New" geography of the 1960s and early 1970s was followed by behavioural geography, welfare geography, radical geography and humanistic geography, all of which add different perspectives and emphases to the subject and its teaching, and this points to a lively, intellectual atmosphere.

However, many less involved but conscientious teachers are left wondering where they stand and not a few are wary of stepping into political minefields. There is a definite divide between new topics that are "safe" such as remote sensing, and new topics that are "hot" and are based on radical political perspectives. But all geography teachers will need to face these issues.

At a different level are the actual teaching problems encountered within the classroom each lesson. Time and again at conferences and courses, the same teaching issues are raised, one of the most frequent being concern for the less able pupil. Clearly there is a demand for teaching materials of the right level and for guidance on methods and approaches. Another important issue often raised in mixed ability teaching which presents a different set of problems.

Another kind of problem is raised by fieldwork. It has long been a central aspect of geography teaching and it registered a high level of concern in a recent survey. The problem was not one of techniques or themes but of the constraints caused partly by organizational problems resulting from falling rolls, fewer staff and the difficulty of cover, and partly by financial problems.

In many areas direct local education authority assistance has all but disappeared, and where help is available, even highly subsidized field courses still cost more than many families can afford. Of course, much valuable fieldwork can and should be done locally, but pupils who would benefit most from the broadening experience of a field course are least likely to have the opportunity of that experience.

This brief and far from complete look at the problems and issues faced by geography teachers is not meant to project a picture of gloom and despondency. Indeed, the challenges presented are being met by groups of teachers all around the country, some being informal groups with a common interest, while others are involved in local authority based initiatives.

However, all the problems and issues raised in this article, together with many others, have been and are being examined by various groups within the Geographical Association and many publications have been produced and courses organized to provide the support and assistance that geography teachers need.

David Jones, of Northicote School, Wolverhampton is chairman of the Geographical Association's Secondary Education Section Committee.

All set for great changes

David Dickson considers developments in Scotland

For the Scottish school geographer the late 1960s and the 1970s saw a period of change which has been followed by a very brief period of calm. Geographers usefully altered the school syllabuses, moving from the traditional to the alternative O grade, from a regionally based study of geography to a much more systematic study. These and other changes are now history, but the current curricular changes must be set against them.

Teachers must now face up to two emerging strands. First, contemporary social studies have become established in schools as a possible future choice for pupils going into S3, the writer's school being a front line pilot. Second, there is the need to develop geography teaching at three different levels for the emerging standard grade exam.

Looking briefly at contemporary social studies, this has evolved through a number of changes as an amalgam of geography, history, and modern studies. This is perhaps a fairly new concept in Scottish education, but not so south of the border where CSE exams have long been part of the syllabus. However, in some areas of Scotland, for example Lothian, the CSE was the forerunner of contemporary social studies, being introduced into schools from the mid seventies for the less able groups not served by the existing O grade.

As an option for the 14 to 16 group, contemporary social studies does present problems. It requires interdepartment cooperation, and there must be an overall controller, not always easy where three principal teachers may be involved. Some teachers voice the fear that they are being asked to teach subjects in which they are not qualified, and therefore do not feel at ease with. Should a person perhaps with a qualification only in geography be offered a subsidiary training in history and modern studies, assuming funds and time could be made available? Alternatively, must the geography teacher of the future accept that his discipline must become more widely based without specific training, and that educating in the 1990s expects a new flexibility and cooperation from all teachers?

For such reasons schools where the roll and timetable allows may choose to teach single subjects at foundation level. Recomendations of the joint working party on geography are expected in the early summer and a number of schools will be identified for piloting from August.

The whole scale of operation for the single subject at each of the three standard grade levels will have to be much more detailed and definite regarding the grade-related criteria because of the short time span available before the introduction of the standard grade exams. Using results and experience of the foundation level pilot schools it is thought that a final draft report will be produced by Easter next year.

As the classroom teacher is plunged into the standard grade at the 14 to 16 level it may be that the professional organizations which exist will play a more important role than in the past. A report completed by the Scottish Association of Geography Teachers this year which looks at geography throughout the school curriculum, makes a number of interesting observations regarding the age group.

It was discovered in a national survey that there is still great disparity in the way the less able in the 14 to 16 group are treated. Fifty per cent of the schools who replied still ran a non-certificate form of course, while the other 50 per cent had some form of certification, often relating to involvement in some type of CSE course. In addition, this report pays attention to the strengths of geography, arguing that it provides a curricular approach from local to global level and has the ability to focus pupil awareness on relevant world issues. Therefore it may be that geography at foundation level will be important because of its application to modern technology, for example computers, and there is no reason, if geography teachers have confidence in the integrity of their subject, that they should not contribute to new pre-employment courses by giving a spatial and environmental emphasis.

The Scottish Association of Geography Teachers is organizing a day conference in October in St Andrew's College in Bearsden on the theme of "Geography into the '90s" at which speakers from the Inspectorate and the Joint working parties on foundation geography and contemporary social studies will be present.

At the 14 to 16 stage one of the major changes, whether teaching geography or contemporary social studies, will be the emphasis on forms of assessment. The great arguement is that the foundation exams with de-

Continued

Opening the Oyster

continued

(April 17, 2pm) and this year's Macmillan Lecture by Roy Hattersley MP has the intriguing title of "What is Britain's Future?" (April 18, 12 noon). The presidential address and the Macmillan Lecture are the high spots of each day's programme but even the final lecture on the Wednesday should provoke traditionalists and progressives when Roger Lee, on this years "graveyard stiff" (4.15pm), talks about "Future Shock – Radical Regional Geography".

An innovation this year is the inclusion in the conference programme of the semi-finals and finals of the Worldwise Quiz, the Geographical Association's nation-wide competition for teams of under-16 geographers. This takes place in the Royal Geographical Society on April 16, starting at 1.30pm and interspersed with a lecture by John Bale on "Place, Space and Sport". The evening's joint GA, IBG and RGS lecture is being given this year by Professor Ron Johnston whose title is "The World is Our Oyster".

Keith Hilton, lecturer in geography education at the University of London Institute of Education, is the honorary conference officer of the Geographical Association.

Image, role and relevance

continued

At the same time, leading geographers such as Berry, Hägerstrand and Harvey voice their disenchantment, and the subject still appears fragmented and without a true focus, while other leading geographers appear not to be able to give a definition of the subject. The whole subject, to the bulk of its present pre-university students, would appear to be less attractive if the views of a number of its advanced theoreticians were to filter down and be enforced as the norm throughout the ability range at all stages of a geographical education below graduate level.

If geography were to become rigidly intellectual, mathematical, theoretical and scientific it could well be reduced to being suitable only for postgraduate study, for it might well increase its intellectual status but lose its appeal to the mass of its current pupils and students of average ability, for some of whom it is not a question of understanding spatial autocorrelation, but of being aware of such simple topics as the location of Africa, or urban planning and conurbations, green belts, overspill and new towns, or a simplified rational explanation of earthquakes and volcanoes. Equally, its future could be in some doubt if it were to become dominated by geographers with Marxist views.

We might well consider whether it is worth studying geography at all, in view of criticism from outside the subject and self doubts from within its ranks. Most criticism from outside stems purely from an ignorance of what geography is really attempting to achieve, and is tempered by the experience of those who hold such critical views of having studied geography at its lowest level of demand upon the intellect, namely a dose of "capes and bays" and a full quota of memorized "blanket" sketch maps, and such an experience has become fossilized and views based on it quite obsolete.

The self doubts can be related perhaps to an introspective tendency and a lack of time in maturing as a geographer, for a geographical education cannot be hurried. Those without the time or the vision might well feel happier in a specialized subject which has a high status and well-defined narrow limits of academic activity. Far from being obsolete, geography is much more alive, relevant and dynamic than it has ever been, its prospects and potential contribution remain good, and its sense of self knowledge, self awareness and self criticism is a sign of intellectual maturity.

Furthermore, even if geography as a whole were to become obsolete, it is quite clear that most of the individual components of a full geographical education are in a very healthy state and certainly of relevance, and these components would continue to exist separately under the guise of other names and labels, such as "applied geomorphology", "regional studies", "spatial dimensions of society", "regional science", "landscape studies", "Arctic studies", "African and other area studies", "tourism and recreation studies" and "environment".

Nevertheless, a permanent division of geography into such separate disciplines or areas of study would seriously undermine geography's current commitment to the development of a spatial, environmental and worldwide perspective. The setting up of such separate frameworks for such a perspective as the encouragement of independent study, and certainly contribution itself, and certainly contribution to curriculum as a full and broad education. Whether the objective of education is couched in purely intellectual terms, or as part of its self fulfilment terms, or as part of Christian, or bourgeois capitalist, or Marxist education, geography is of relevance and flexible enough to make a real contribution.

R F J Chaplen is lecturer in charge of geography at South Dorset Technical College, Weymouth.

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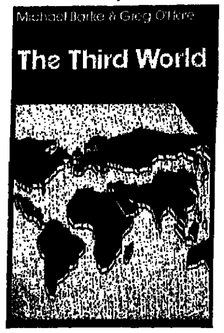

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All set for great changes

continued

veloped grade-related criteria will assess not what has been taught in the traditional way, that is, what the pupil can gain through learning and recall, but will assess what the pupil can do.

This is no easy matter and is probably for many teachers a new concept, the difficulty of which is seen by the reduction of the grade-related criteria for contemporary social studies from four to four headings, due to problems caused by the former number. The four criteria headings are laid out in Draft Three of the contemporary social studies guidelines. A very positive point, however, is that a great deal of expertise in internal assessment does exist and has been developed by those who chose to follow non SEB courses with less able groups.

In terms of any final assessment for standard grade, there must be a concerted move to make the public aware of the educational changes. The urgency and interest in the issue is perhaps to be seen from the recent media coverage.

An original conclusion is difficult. The 14 to 16 age range in Scotland, like the whole of school geography, looks set to undergo great change. Teachers, especially, perhaps, older colleagues who have come through everything from comprehensive education, may be very uneasy at the thought of this. Many young people may face years of change.

The pilot schools in contemporary social studies have come across many problems, among them lack of time to think and to organize, yet have produced examples of high quality work and good reports about pupil enthusiasm. This optimism must be developed, and not lost by putting one straw too many on the back of the classroom teacher.

David Dickson, is principal geography teacher at Whitfield High School, Dundee.

Video–a resource worth having

by John Greenlees

Children love videos. They love watching them at home and they love watching them at school as well. The videos shown as part of geography lessons do not necessarily have to consist entirely of programmes produced by the BBC and ITV; school-produced videos, tailor-made to suit the school's own geography curriculum, can also be used. Many schools now have their own video camera equipment, or else have access to equipment belonging to local educational resource centres, so all that is needed is some thought as to what should be filmed, who should film it and how it should be done.

School-produced video programmes have many advantages over those produced by the national television corporations. Chief advantage of school-produced videos must be that they can concentrate on local geography. The local or home area around the school, the area in which the pupils live, work and play, is by far the most important area for the pupils to study and therefore deserves much attention in the geography class.

Many geography teachers do in fact spend much time teaching local studies and so a film featuring the local area is undoubtedly a resource worth having. A local area film is not just a relevant one for the pupils to view, it is also a highly enjoyable one, featuring as it does places which the pupils are familiar with and knowledgeable about. Seeing places and people that they know will soon spark them off into discussion and argument.

Other aspects of the geography curriculum also lend themselves to filming. The weather, farming, the landscape, local industry, environmental studies, settlements, mapwork, field studies . . . the list is almost endless.

Producing a video has a double value for geography teaching. The experience of researching, scripting, filming and editing the video should succeed in encouraging the pupils to acquire interest, enthusiasm and thought about the subject-matter of the film. Additionally, the end result will be a highly useful resource for the geography teacher, a resource which can be used over and over again.

A surprisingly large number of people can get involved in the task of producing one film. Camera-operators, researchers, script-writers, film-producers and directors are the main positions which have to be filled, and then, once the filming has been completed, the whole thing will have to be edited and presented with titles and credits. Time in class to carry out such a project will probably not be sufficient and so time at lunch-breaks and after school would have to be used as well.

The school-produced video will add an extra dimension to the geography lesson; it is something different, adding to the variety of inputs available for the geography teacher to use.

Some ideas for school-produced videos are outlined here:

● **Environmental studies:** A film of the local environment would be similar to a film of the local area, except that it would concentrate more on local environmental problems such as pollution and dereliction. In addition to showing the problems of the local urban environment, films produced by city schools could also look at some of the problems caused by city dwellers when they visit the countryside.

● **Fieldwork:** This is another excellent topic for filming. The film may consist of the events of a single excursion or of a series of different ones. The type of work that is carried out on a field-trip (collecting, measuring, sketching, recording) can be highlighted and explained. As well as being shown to geography classes a film featuring field studies is something that can be shown at parents' evenings, displays of work and school open-days.

● **Mapwork:** A film to show the actual physical and human features included in an area covered by a map extract which the pupils have used would be a useful resource for lesson preparation. By showing how a feature is represented on a map – by a symbol or by a pattern of contour lines – and by then showing the actuality, mapwork becomes a lot easier to understand and a lot easier to follow.

● **The weather:** Various techniques can be used to record, for example, the passage of a depression. Other subjects worth filming include weather stations, weather records and the different seasons. For younger pupils a quiz could be introduced whereby the pupils would jot down the various elements of the weather which are featured on different segments of film.

● **The landscape:** Prominent local landscape features can be highlighted and explained so that the pupil's knowledge of them is extended. Sketches, drawn by pupils, can be used to explain the processes involved in producing the features.

● **Industry:** A film of a local industry would serve as a useful case-study for classes studying industry in general. As well as featuring geographical concepts such as the reasons for the location of the industry, the film could also inform the viewers about wider issues such as the prospect of getting a job in the industry.

These then are just a few ideas of topics which would make useful subjects for a geography video. The list could be extended further and further. The most difficult task is getting started; sorting out how the camera works, getting the initial mistakes that everyone makes out of the way, and then enjoying the use of a resource which has boundless scope for such a photogenic subject as geography.

John Greenlees is teacher of geography, Westwood Secondary School Glasgow

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Projects, weather observations, map exercises, practical geography and field work have long been the lifeblood of sixth form geography, pre-dating the advent of models and simulations and the coming of the microprocessor. Fifteen years ago, lack of time and know-how deterred students from calculating descriptive statistics, such as standard deviation. At best the statistical analysis of a set of field measurements could take several hours; now it can be done in minutes on a computer. Research exercises which would have been impossible in the 1960s are now perfectly feasible in school. These changes are reflected to a greater or lesser degree in all of these books.

Pride of place, if not of utility, must go to *People and Work* since this was produced as part of the Computer Assisted Learning in Upper Schools Geography Project. The practical exercises it provides are intended for A level and post A level students as a contribution to their experience of the scientific and quantitative aspects of geography. In particular, the project team used a computer to manipulate geographical data, and a prominent feature of the book is the use of computer-drawn distribution maps, such as a series on Great Britain based on the 1961 and 1971 census statistics. These may take a minute or two to get used to but are no less informative than those to be found expensively decked-out in full colour in an atlas. This is a stimulating, seminal book for the library but I have serious doubts whether existing curriculum requirements in school will allow many sixth forms to utilize to the full the wealth of detailed information and exercise in this book.

The same can also be said of much of the material in *Project Work in the Geographical Curriculum*. This "Advanced Level Primer" explores in exhaustive detail studies of urban and rural geography, demography, transport, geomorphology, climatology and biogeography. It is worth noting, however, that the authors include a listing of "a bivariate statistics" program for the BBC micro B, which can be used to calculate mean, standard deviation, product moment correlation and other statistics. Teachers seeking a more accessible textbook for the average A level candidate are probably better advised to look closely at *Techniques and Fieldwork in Geography*. This book is of manageable length and in an approachable format, with clear illustrations and a succinct analysis of standard fieldwork techniques and statistical methods at A level standard. Part A – Collecting Information – covers physical and human geography, whilst Part B – Processing information – covers cartography, statistical methods and spatial analysis.

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Philip Sauvain

The dimension of time

A role for historical geography in schools

by Bryan Waites

Why hasn't historical geography become an important part of school geography? It does figure spasmodically and patchily in settlement studies, but there seems to have been no attempt to develop a systematic course as in physical and regional geography.

And yet, for many years historical geography has been strong in university geography. One of geography's greatest traditions has been the Mackinder philosophy of "the historical present". Long ago, Dr Heylyn stated that history and geography, if parted, are threatened with "certain shipwreck". For years, too, history and geography were the most popular combinations at Higher School Certificate and A level.

During recent years there has been an explosion of public interest in past landscapes and the boundary between history and geography, even to the extent of new words or phrases – landscape archaeology, historic landscapes, landscape conservation, heritage landscape and so on. Coupled with the fanatical rise of local history and environmental studies there is, especially in 1984, a massive interest in heritage, especially from tourist boards.

This has been fuelled by constant and prolific publications popularizing the historic landscape from Hoskins and Beresford in the 1950s and 1960s, to Richard Muir, Christopher Taylor and Trevor Rowley today. AA, National Trust and Shell guides on what amounts to Britain's historical geography appear almost daily. W. G. Hoskins, Michael Wood, Fred Housego and others have reached the people through excellent television programmes – and yet school syllabuses remain unmoved.

What has historical geography to offer? First, it has several possible components. It has been taken to mean the history of exploration and the evolution of the science of geography. Once it was mainly the history of changing political frontiers. Then it was the ways in which geography influenced history. More recently it has been the reconstruction of past geographies – a sequence of cross-sections. Now the emphasis is on the evolution of the cultural landscape and the perception of the past.

While all these roles present a rich source for school geography, the latter is surely significant enough to provide a five-year course. Certainly there are great possibilities for an A level syllabus together with an associated practical field/documentary study.

Historical geography can be on a local, national or international level. It involves a combination of skills including fieldwork, documentary study, analysis of aerial photographs, gathering of oral evidence, interviewing and placenames. It is just as conducive to "modern" methods such as modelmaking, simulations and quantification.

Indeed, computerization of Domesday material is one of the great developments now taking place. Enclosure of the open fields and the location of early industrial sites are only two of many possible simulations. Problem-solving and decision-making are fundamental to historical geography too. Indeed, all the modern techniques of geography are similarly essential in the study of past landscapes.

The story of the evolving cultural landscape has a well-defined sequence, clear stages and clear evidence. The resources are easily available. It exists before our very eyes. It is not expensive to study for it is all around us. People and their behaviour within their environment are also part of the historical geographer's concern – even people in their regions and how those regions evolved.

The links between the local environment and the world scene flow very easily and naturally from the themes developed in historical geography. Besides, there is a real fascination in this study which the public is beginning to enjoy, but which is denied to the school population grinding away day by day with a largely departmentalized geography syllabus.

What could historical geography contribute to give continuity and freshness to school geography? Surely one major theme would be the changing ecological environment which examines how natural landscapes turned into man-made landscapes – the extent

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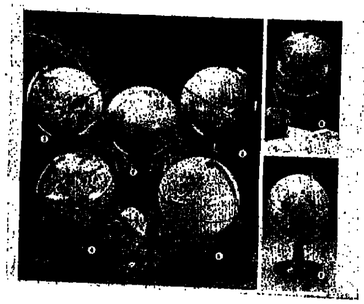

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EXTRA

The dimension of time continued

of woodland, marsh, moorland their reclamation and drainage, and so on. Climate and history would be related and the current work of the Climatic Research Unit, University of East Anglia, together with Professor H. H. Lamb's work, show the potentialities of historical meteorology. Fields, farms and boundaries would be a story reaching from prehistoric times to the enclosures and prairie farming. Landscapes of belief would examine the impact of early peoples in terms of standing stones, earthworks, camps, barrows, etc. through to other religious influences on landscape such as monastic colonization, parish organization and parish churches. What are the patterns they create?

The study of placenames, the evolution of settlement patterns and the growth of cities, with planning, would form another element. The much neglected historic map, together with work on early cartography and navigation, might be useful, especially related to art.

"The map", wrote Mikhaylov, "is a social document. It fixes time with its symbolism, alternation of colours, and peculiarity of design. The lines on the map are the handwriting of history."

Routes, transport and the growth of the industrial landscape with case studies of places like Coalbrookdale and the Potteries should be studied with the field evidence of industrial archaeology. It should be integrated with the rise of the industry and related to contemporary changes in our technological environment.

Frontier movements, both in Britain and Europe but more particularly in North America, Australia and the Soviet Union would fit into overseas expansion and exploration. The rise of the great powers and the territorial growth or decline of regions and states would involve much atlas work, fast disappearing from schools, and would be related to the geography of world affairs.

The traditional role of geographers as the interpreters of world geopolitics needs reviving. So does the elementary knowledge of where the action is taking place.

How did people perceive their landscape? Diaries, letters, poets and regional writers can add to the perception of the past for which we search. Geographers, especially in schools, could do much more to make their subject viable and interesting by reference to literature and art, recently called "the soul of geography" by Professor Wreford Watson.

These are only a few ideas for the historical geography syllabus which offers more than just historical geography. It is rooted in the great traditions of our subject but looks to the present and future as well as the past because it is interlinked.

The landscape provides a unity for it is the catalyst we need, but have forgotten. It might even revive observational geography. Certainly it will encourage team work and cooperation in schools for it brings together not only history and geography but art, literature, sociology, archaeology, environmental studies and science. It has, too, an all-round methodology incorporating all the educational skills we hope to encourage. It has been written that: "The present day geography of any settled area embodies residuary features of many past geographies as it inherits the momentum of forces generated in the past. An area of land, like an individual, is not fully explicable except in terms of its history . . . geography is in fact inseparable from the history which produced it".

When can we give full credit to the dimension of time as well as place in our school geography syllabuses?

ST. PAUL'S AND NEIGHBOURHOOD. (*From Aggas' Plan*, 1593.)

Mary Evans Picture Library

Overview

The Soviet Union. By G. Melvyn Howe. Macdonald and Evans. £17.50, 7121 1989 2. £9.95, 7121 1947 7.

The Soviet Union: A Systematic Geography. Edited by Leslie Symons. Hodder & Stoughton. £7.45. 0 340 26280 X.

The Soviet Union and its Geographical Problems. By Ray E.H. Mellor. Macmillan. 0 333 27662 0.

At one time readable geographies of the Soviet Union in English were relatively few. The new wave of books on Soviet geography began in the 1960s and Professor G. Melvyn Howe's geographical study was well received when first published in 1968. This new edition has been extensively revised and, we are told, almost completely rewritten. As such it offers an authoritative, comprehensive and likeable survey of the Soviet Union which successfully achieves its aim of being "an up-to-date repository of facts, figures and interpretations for scholar, statesman, businessman and general reader alike". Maps, statistics, graphs and photographs illuminate a text laid out "quite simply, to be informative".

The first three sections are systematic in their coverage but the bulk of the book is regional geography, grouped into the seven economic macro-regions devised by GOSPLAN in 1974.

This is convenient as a vehicle for facts and statistics but a far cry from the intuitive characterisation of regions, so persuasively developed by the French geographers of old. In fact the planned economy of the Soviet Union poses considerable methodological problems for the geographer. Conventional techniques of analysis are often irrelevant. This is highlighted in the *Systematic Geography* of the Soviet Union, a stimulating symposium edited by Professor Leslie Symons. This study complements but doesn't replace the regional survey made by Professor G. Melvyn Howe.

None the less there are disadvantages in attempting the overview. For one thing the enormous land mass of the Soviet Union extends halfway across the world from Norway to Japan and from the ice of the Arctic to the deserts and sub-tropical gardens of Central Asia. The authors acknowledge that the Soviet Union presents difficulties "through the very diversity that it encompasses" – such as over 90 different nationalities, each with its own language. To meet this problem, several chapters (e.g. population, agriculture, industry) also include short regional surveys. Thus the section on Soviet agriculture also includes short regional surveys of 24 separate agricultural types, ranging from reindeer rearing in the tundra to grain, rice and livestock in the Far East.

In the geography of a planned economy it makes sense to emphasise the role of the state as a principal determinant of the shape and structure of the human response to the environment. But as Khrushchev discovered in the virgin lands of Kazakhstan in the 1950s, physical geography imposes its own constraints, whatever the policy of the Party may be. This is why it is also useful to have Professor Mellor's enlightening study of the *Soviet Union and its Geographical Problems*, in which he shows how important it is to assess Soviet achievements and failures in the context of the environment.

He concludes with a chapter on the Soviet Union since 1945. Many will draw encouragement from his suggestion that it "is perhaps not far from the truth to suggest that high technology is the most potent force drawing the world together, for no nation can advance its technology sufficiently if encapsulated in itself".

Philip Sauvain

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Fostering delusions?

by Andy Schofield

In the last geography "Extra" (*TES*, December 2) Trevor Higginbottom and Malcolm Renwick wrote about the "cycle of educational deprivation" in their article "Springboards for change". The authors cited the Schools Council Geography for the Young School Leaver Project and the new Harrap's Geography Project as ways of breaking the cycle of deprivation.

Although that article included some highly laudable comments on the teaching of the less able and a smattering of current educational jargon, it was symptomatic of a problem in geography, namely that what actually happens in the classroom can be hidden behind a veneer of progressive statements.

The space given to the promotion of GYSL would have been put to better use if it had concentrated on the current debate about the position of GYSL with regard to values and attitudes in the classroom. More specifically, the article could have dealt with some of the questions raised about GYSL concerning its ideology, the Third World and multi-cultural education.

One is invariably given the impression that the GYSL project is a panacea. On the question of ideology, the people involved with GYSL claim to have undergone a process of self-evaluation. A major contribution to the up-dating of GYSL materials is the series of books "Geography and Change", published by Nelson between 1981 and 1983. This series states that it "explores the contribution that geography can make to development education"

An analysis of how successful a contribution this series can make would not be appropriate here. The "Teacher's Guide" for the series deals with controversial issues in some depth and provides guidelines for ways in which teaching materials can be designed. The key question, however, is, have the people involved with GYSL actually examined their own ideological position, or have they simply produced a new series of books which they hope will quell the current tide of unease, without any real shift in stance?

One cannot alter an ideological position simply by the inclusion of a progressive message. If GYSL really believes this progressive message, then it could directly influence classroom practice by making sure that Third World issues were not being taught in a way that promotes the vested interest of the "developed world". They could do this by critical attention to syllabuses designed to teach Third World issues as the Further Curriculum Unit within GYSL itself.

A damning criticism of the ideological stance of GYSL is that it has, this year, accepted a syllabus for its Further Curriculum Unit which contains not one single reference to a historical perspective on development issues.

This syllabus proposed an introduction to development based on Rostow's linear model of 1960. It concentrated almost exclusively on the symptoms of poverty, resulting in the virtual exclusion of an analysis of the causes. On this basis alone, surely it should have set alarm bells ringing. But no, it was accepted as a model for classroom teaching, without reference being made to the narrow ideological viewpoint that such a syllabus represents.

The syllabus relies heavily on the implicit assumption that the teacher will put across ideas to counter the quite obvious bias. This is not an acceptable position for the GYSL project is claiming that it has made explicit the contribution that geography can make to development education. There is a direct link between the teaching of the sorts of views that such a syllabus represents and pupils picking up ideas about the superiority of a white, "developed" culture – a situation which does damage to the aim of education in a multicultural society.

GYSL has concentrated its efforts into producing high-powered thoughts on values and development, yet where it could directly influence classroom practice it has abdicated its responsibility.

A lot of recently published geographical material emphasizes the importance of dealing with values and attitudes in the classroom, but how much of this is just lip-service? GYSL was designed to promote and support local initiatives. It should, however, also be promoting an honest examination of the ideological system of which it is a product.

This is necessary as a guideline for teachers using its materials or writing their own. An article by two of GYSL's leading figures provided an ideal opportunity for this examination. The danger of an article like "Springboards for change" is that teachers may feel safe using GYSL and the new Harrap's materials without looking beneath the glossy veneer of jargon and progressive statements.

Classroom teachers may be deluding themselves by thinking that they are providing a forum for the teaching of unbiased values and attitudes when in fact they are not. "Springboards for change" will foster this delusion rather than expose it. That has serious implications for the quality of education that pupils will receive.

Andy Schofield, geography department, Helenswood School, Hastings.

EXTRA

"I imagine Russia as a fairly dismal place"

Peter Wickert on stereotyped images in geography

Russia: In Moscow citizens queue outside the House of Unions where President Andropov lies in state.

I did not feel there was any danger walking the streets of Moscow on a school visit to the city in 1980, but the children I interviewed in a New York high school imagined the KGB at every corner: "For some reason I have always feared and disliked Russia", wrote Joe.

However, xenophobia is not just a Western phenomenon; a Russian child from school 112 in Moscow had similar unsavoury views of the United States. "I imagine foggy streets and crowds of people who have nowhere to go because they are all unemployed".

More interestingly this negative stereotyping did not apply only to the opposing superpower. Britain was seen by another Russian child as a place where "the towns are not very big with small populations living in houses which for the most part are grey in colour".

A British schoolchild from a South London comprehensive saw the USA as "a place with a lot of litter lying around everywhere with roadsweepers desperately trying to clear it", while of the Soviet Union another felt "if you step out of line you are taken away and exterminated".

Stereotyped images permeate all societies and can limit international understanding. Who creates these stereotypes? No doubt parents and the media must share some of the responsibility for the formation of impressions of other people and places which may be mistaken, paternalistic or racist. Much recent research has also shown geography teaching to be inextricably linked with values and prejudices.

I gathered descriptive data from American, Soviet and British schoolchildren in an attempt to find out how they viewed each other's people and land. This resulted in some interesting images. One Russian child, Senka, imagined a typical Englishman as "a rather middle-aged gentleman in a top hat with a walking stick" and that young people are "apathetic and the majority work as clerks". Sally, an American ninth grader, thought the British "well-mannered and well-spoken".

The typical American in the eyes of John, a London third year, was "Loud-mouthed and unhealthy, chewing gum and either roller-skating or jogging" – rather different to Gregor in Moscow, who thought "An American is rather swarthy, dark-haired because he has Indians for his ancestors . . . hot-tempered, some are cowboys, some gangsters . . . I imagine a keeper of a reserve, honest, middle-aged and smart, fighting against poachers".

It came as no surprise that the stereotyped Russian was seen in fairly similar ways by both American and British children: "The people of Russia seem to me to be ignorant", "harsh and ashamed to show emotion", "mindless", "very dull", "war-loving communists" – or perhaps the most chilling of all: "Everybody wears black clothing and ignores everybody else as they trudge through the snow".

The difficulties of analysing descriptive data are well-known. However, within the whole range of comments made by each group, various common themes were expressed. These can be summarized as follows:

US view of Soviet Union (ninth to eleventh grade)

Place	*People*
Major threat	Ugly
Cold	Fat with fur coats
Not a high standard of living	Unhappy
Warlike	Unemotional
Control the world	Sturdy
No freedom	Hardworking
Military rule	peasants
	Unfriendly
	Commies

US view of Britain

Place	*People*
Fog and rain	Civilized
History	Culturnl
Literature	Classy
Green vegetation	Well-spoken
Narrow roads	Dry sense of
Mostly farmland	humour
Low crime rate	Peaceful

British view of US (third year)

Place	*People*
Sunny, hot	Friendly
Wealthy	Loud-mouthed
No snow or rain	Unhealthy
Dirty	Grey-haired
Litter	Sporty
Slums	Inventive
Drugs	
High crime rate	
Hopeless	

British view of Soviet Union

Place	*People*
Cold/snow	Communists
Desolate	Black clothing
No colour	Humourless
Wasteland	Bearded
Military rule	Gloomy/unhappy
Powerful	Ignorant
Espionage	Suppressed
Nuclear war	Friendly

Soviet view of US (seventh form)

Place	*People*
Oppression of blacks	Casual dress
Hot climate	Hot-tempered
Profiteering	Lazy
Arms race	Cheerful
Gangsters	Money minded
Highways and traffic jams	Generation gap
Concrete jungle	
Dirty	
Ugly	

Soviet view of Britain

Place	*People*
Small grey towns	Polite
Coastal settlements	Neatly dressed
Narrow streets	Use a walking stick
Advertisements	Sense of humour
Gloomy, depressing	Tall
	Fair-haired
High cost of living	Clerks
Strong history	
Occupation of Ulster	

Civilized, classy, tall, a sense of humour? Us as others see us. Kenneth Harris/The Times

Many topics in geography are by their nature and subject matter emotive. Can a teacher discuss social criteria without coming down on one side or the other? Peet in *Radical Geography* chides liberal social geographers for their disregard of economic, class-based realities in examining both poverty and crime. Can a teacher be truly disinterested when he or she may also have stereotyped or false images of a country?

Teachers of geography often find themselves attempting to impart knowledge which to the child is relatively intangible. The child may have heard of New York, he may also be aware of the urban problems of the city; however his attitude towards New York may influence the cognitive processes in gaining a true picture of the city. It must also be considered that teachers should be aware of their own selective processes and spatial limitations which may make the stereotypes more rigid.

Recently geographers have devoted considerable time highlighting the extent of racism in may of our familiar teaching resources. The debate has been broadened by those who argue for a multi-ethnic basis to the school curriculum. It is widely recognized that curriculum and classroom resources have played a major part in the formation of racial stereotypes and negative images of other countries.

Whatever the source, the evidence I collected exposed such stereotypes and may be used as a starting point to question their validity and origin and perhaps generate a more positively based counter-current.

In 1980 Dave Hicks pointed out aspects of bias in the older school textbooks which led to false images. For example, Aborigines are people who have"...only rudimentary notions of government and religion. Infanticide is practised and the aged are butchered. Some are cannibals. They are prone to treachery and massacre, believeing in perplexing witchcraft . . . and are content to sleep in hollow concaves in the sand. On the other hand they do sew. . ."

In a similar vein, Reina an eleventh grade New Yorker, also felt little compassion for the Soviet Union or it's people: "I see a fat ugly guy in a fur coat, an ugly mug on his face...I see in a parade a bunch of kids without God swearing loyalty to communism like a bunch of fools". Ronny, another eleventh grader, wrote: "I should hate a red commie, but I know that any Soviet is only a person within a boundary. I feel great distress that we will probably go to war and enjoy it simply because of propaganda on American and Soviet governments' part".

In reaction to the logical positivism and quantification excesses of the 1970s there is room for research into "private geographies" and their formulating factors. Do girls see different images to boys? Do these images change over time? To what extent are images directly related to cultural lifestyle and personal history? How much influence does personality have on images contained within the child? Ultimately, what considerations must a schoolteacher make regarding the consequences of these questions?

Hester Street on New York's Lower East Side

Perhaps Angelo, a New York child, has part of the answer: "With regard to the Soviet Union, through all my schooling, no one I know has ever said anything good about the country".

Peter J.Wickert is head of geography of Archbishop Tenison's School, Croydon, and a member of the Geographical Association Secondary Education Section Committee.

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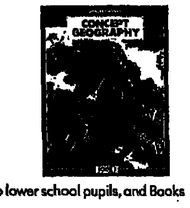

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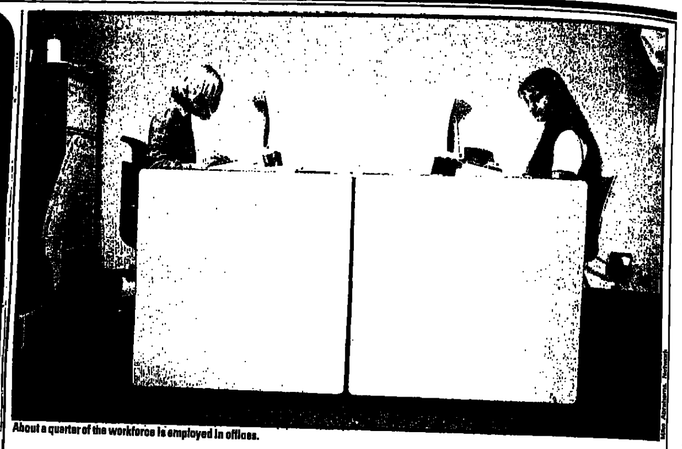


About a quarter of the workforce is employed in offices.

Geography and the world of work

by John Bale

A friend of mine once recalled her school geography as being "a dirty subject – all coal mines and factories". The satanic mills image of economic geography dies particularly hard. In many present day examination syllabuses heavy industry still looms large, and the world sometimes appears to be inhabited solely by workers in iron and steel, coal mining, cement manufacture and the like.

The spatial model of Alfred Weber, committed to paper in 1909, continues to dominate many A level syllabuses and is all too often studied in an uncritical way. The Weber model, which in its classical form focuses on the no-longer realistic assumption that transport costs are *the* industrial location factor, is paralleled in the study of agriculture by the land use model of the nineteenth century German farmer, Johann Heinrich von Thunen. Isodapanes and concentric rings appear to rule OK.

This is not to say that there is no room at all for the traditional geographical study of the industrial activities and locational principles upon which the foundations of our present world of work were built. But a number of indicators do suggest that school geography is moving towards a more realistic treatment of modern industry. For example, considerable advances have been made in exploring not only the beneficial impact of industry but the negative spillovers as well.

Among the first publications to emerge from the Geography 16–19 Project (based at the University of London Institute of Education) is an excellent module on *Energy and the Environment*, in which teachers and students explore the causes for concern over the impact of North Sea oil on the Shetlands and coal extraction in the Vale of Belvoir. A number of modern textbooks have approached the world of work in an imaginative and stimulating way and *Industrial Location* by Day, Meyer and Day (Nelson) must win first prize in the 1983 Cover of the Year awards.

The introduction of role-playing and simulation methods offers motivational alternatives to the coloured pencils and sketchmaps of yesteryear. In the last 12 months I have seen pupils imaginatively and critically analyse the content of advertisements designed to attract industry to a number of places, all, it seems, offering equally attractive incentives; I have seen teachers using tape-recorded interviews with industrialists, aiming to identify the critical geographical parameters in the growth of small industrial firms; I have accompanied the inner London sixth-formers who, at their annual South Wales summer school, were involved in making their own video films, produced in the field to promote underdeveloped, mining communities – a splendid example of productive fieldwork and applied behavioural geography. I have also been looking at the inexorable emergence of computer software in the area of industrial geography.

Despite these undeniable advances, a weak relationship continues to exist between the subject content and the actual post-school world which many of our students will experience. For example, there is little recognition that modern industrial landscapes are made up of offices rather than mills. About a quarter of the workforce is employed in offices, yet many students leave school with clearer insights into the location factors influencing Hadrian's Wall than Centrepoint.

Likewise, the geography of female employment is almost totally absent. Economic geography is presented as a man's world, despite the fact that in many countries it has been women's role to change the face of the earth and that in modern Britain non-unionized pools of female labour frequently act as critical location factors for footloose firms. Modern manufacturing is frequently characterized by hi-tech and microchips, yet many of our industrial geography courses give more attention to the first industrial revolution than to that going on now.

More significantly, perhaps, our geography courses sometimes give the impression that the unemployment figure for school leavers still hovers around the 1.5 per cent mark of the halcyon sixties. The geography of unemployment is a subject of great relevance, yet guidelines on how to handle it in the geography lesson are almost non-existent.

The multinational corporations are another taboo subject, despite the remote-control which they exert over our lives. The fact that many light industries can operate profitably within extremely wide, often international, geographical margins to profitability is only slowly gaining recognition in the school geography curriculum.

Although economic geography has not featured as prominently in the recent writings of radical observers of geographical education as their indictment of the way we teach about Africa, Asia and Latin America, there is evidence of an increasing awareness of the gulf between economic geography as taught in many schools and that of the world which our pupils will inherit in the mid 1980s.

One sign of attempts to narrow that gulf has been the decision of the Geographical Association to establish a Geography and Industry Working Party under the stewardship of Graham Corney of Oxford University's Department of Educational Studies. Mr Corney has already been talking both to management and to the TUC about the way geography can contribute to an improved awareness of the world of work (or non-work) as it is currently experienced.

One outcome of the working party's activities is a book which includes exemplar teaching material contributed by secondary school geography teachers. Another outcome is the proposal for a Geographical Association Industry Project, which Mr Corney writes about on the opposite page of this "Extra".

A second agency likely to become involved in changing the way we teach about industry is the emergent Association for Curriculum Development in Geography. Pioneered by the inexhaustible Dawn Gill, the association promises future special editions of its journal, *Contemporary Issues in Geography and Education* on "The global economy: trade, aid and the multinationals", and "Work and the economy".

The association is likely to spearhead approaches and perspectives hitherto relatively ignored in our treatment of the geography of work. A more structuralist viewpoint is likely to be adopted – a view which starts from the political and economic milieu within which industry operates, rather than from the physical base of coal and millstone grit which characterized the start of so many traditional courses on industry. John Huckle's article, in a recent issue of the GA's *Teaching Geography*, is exemplary. In this he suggests that through a radicalized economic geography alienated school leavers "can be given a greater awareness of what causes their frustration and alienation and can be shown that such phenomena as unemployment are not inevitable".

Such an approach will require an injection of political education into the geography curriculum, which will in turn require a sincere and generous in-service training commitment by local authorities for the next decade.

Finally, the nature of economic geography taught in schools could be profoundly affected by the Manpower Services Commission's Technical and Vocational Education Initiative. What can geographers contribute to the new vocationalism in schools? While the educational left is seeking a growing awareness of alternative and radical perspectives on the world of work, the political right looks for an even greater correspondence than already exists between the worlds of school and industry.

"On your bike" carries a number of geographical and spatial connotations – mobility, migration, spatial interaction, for example. Teachers of economic geography in the mid-eighties may be concerned less with enhancing children's knowledge of the world of work than with asking themselves what kind of knowledge needs to be enhanced.

John Bale is lecturer in geographical education, University of Keele.

Industrial perspectives

by Graham Corney

What do *you* teach about industry? How do you go about it? Are you satisfied with what you do? How relevant is it to the real world outside the classroom?

In recent years, much discussion has taken place about the relevance of the conventional school curriculum as a preparation for adult life. The argument is familiar: the curriculum at present emphasizes a restricted view of education, in which understanding knowledge for its intrinsic value and developing competence in a narrow range of skills are the over-riding aims.

What is needed is a more broadly based curriculum which promotes more relevant knowledge and ideas, and a wider range of useful skills and competence. In this way, a closer relationship would exist between schools and the community, education and industry.

There are inherent implications for all aspects of the education process – not only the content of lessons (understanding ideas, developing skills and attitudes) but also teaching strategies and assessment techniques. However, an area of particular concern is that of economic understanding, or what is increasingly called economic literacy.

Detailed interpretations of this concept vary, but a general definition can be taken from *Curriculum 11–16: Working Papers by HM Inspectorate* (DES 1977): ". . . the possession of certain factual knowledge about the national economy, certain specific skills which enable a citizen and a worker to operate within it, and certain concepts which enable us to form balanced and informed judgments about economic matters".

What, then, is the geography teacher's contribution in this area? A first impression might suggest that it is a satisfactory one. Geography courses always include sections on economic geography, especially "industry"; a recent survey in secondary schools by the Schools Council Industry Project showed that when pupils were asked to name the subjects in which teaching about industry took place, geography figured very highly. (I Jamieson, and M Lightfoot, *Schools and Industry*, 1982 p222).

However, if we look back at the questions posed earlier, and interpret them in the light of media coverage of economic matters, the answers might appear less satisfactory and changes need to be made. Such changes can be viewed through the perspective of geography courses, and through that of the contribution of geography teachers to the curriculum overall.

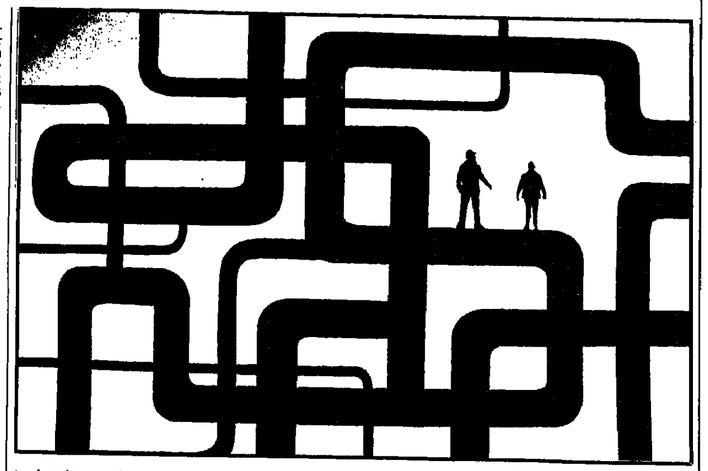
Within existing geography courses, four important changes can be made in the content and emphasis of what is taught:

1 A greater use of the school's local community. Pupils and teachers pass factories, offices, shops and other commercial premises in travelling to and from school. The parents of many pupils are employed in local organizations. Are we using local resources as effectively as we might in our teaching about industry?

One school in Barnsley uses a local coal mine, textile works, insurance broker's office, and motor discount centre to illustrate the theme "Change in Work" in its Geography for the Young School Leaver course. In this four-week unit, pupils gain first-hand knowledge, visit and experience different forms of employment, and work with adults other than teachers – works managers and union representatives.

2 A wider, more realistic definition of industry. The importance of coal-mining, shipbuilding, textile manufacture to the economy has changed drastically over the last 30 years. Does our teaching about industry reflect that? Do we include studies of, for example, high technology industries, banking, and commercial activities? Do we consider what industry means to the employer, the shift worker, the union representative, the local authority planner?

Three resources which illustrate this change are: Emery's article "Silicon Strip" in *Geo* (Series 6, issue 4 pp12–13); Daniel's book *Service Industries: growth and location* (CUP 1982); units in the summer term's BBC series *Radio Geography* (1982) *A Level*.



3 A greater concern with social, economic and political policies and their impact. Models of industrial location and change are of value. But do we take account of how decisions about expansion, contraction, new locations are made at the levels of the individual premises, the company, the national economy? Of the social, economic and political context in which these decisions are made? Of the effect of these decisions on the community?

Case Study of Corby, trial materials produced by the Schools Council Geography 16–19 Project, reflects this trend.

4 A shift to a wider and more balanced view of the role of industry in society. Do we, for example, consider issues such as the contribution of industry to wealth-creation and the quality of life in the community, as well as issues such as pollution and unemployment? Do we consider the nature of industry in the perspective of a democratic society?

Studies undertaken by academic geographers (for example Ian Hamilton's paper "The Geographic Study of Industry: A Review" in *Geography, Schools and Industry* forthcoming from the Geographical Association) and some of the units produced by the Economics Education 14–16 Project have potential for development by geography teachers.

In making these changes within geography courses, we are also moving in the direction of the second perspective noted above – change in the contribution of geography teachers to the curriculum overall. As we clarify our potential contribution in the area of economic literacy, we are in a better position to contribute to interdisciplinary and multidisciplinary initiatives.

Such initiatives will increase because of their educational value and through the influence of society on the school curriculum. Geography teachers are familiar with integrated approaches in the 8–13 age range. Such approaches are increasing in the 14–19 age range through City and Guilds foundation courses, the general component of Training and Vocational Education Initiative courses, and core studies relating to "Learning for Life".

In the long term, changes in this perspective will be of greater significance. Unless geography teachers are able to contribute positively to new curriculum developments such as this, they may only be left with narrow, specialist courses for those pupils wishing to study the subject in higher education.

The Geographical Association, keen to contribute to schools-industry initiatives, set up a working party in 1982 to prepare proposals for a national project. The Geography, Schools and Industry Project will be launched at the annual conference on April 18. The project will operate in the form of a partnership between local groups, based in a number of selected l.e.a.'s, and a central group, based at the University of Oxford Department of Educational Studies. Each group will comprise geography teachers, educationalists and representatives of industry and commerce.

The project is school-focused: geography teachers, in the local groups with industrialists, will be encouraged to promote schools-industry developments in the context of their own community and existing courses; they will monitor the process, and disseminate guidelines and case study materials. The central group will support and evaluate local developments, will inject ideas, guidelines and experiences from other agencies, such as the Schools Council Industry Project, the Economics Education 14–16 project, and geographers in higher education; and will disseminate information, guidelines and exemplar materials nationally.

The Geographical Association is taking a major step in promoting a curriculum development exercise of this size. Fundamental to the spread and implementation of ideas into the classroom will be the Association's journals, publications, branches and working groups. The most crucial element of the whole process is, however, the active participation of Association members and geography teachers in general: real curriculum change can only be achieved through the efforts and enthusiasm of teachers themselves as they make decisions about classroom practice.

Further information and developments:

1 Session at the GA conference, London School of Economics, 9.30am on Wednesday, April 18.

2 *Geography, Schools and Industry* – a new book forthcoming from the Geographical Association.

3 Teachers with examples of teaching units or suggestions, please contact

Graham Corney, Oxford University Department of Educational Studies, 15 Norham Gardens, Oxford OX2 6PY.

Graham Corney is project director and tutor in geography, University of Oxford Department of Educational Studies.

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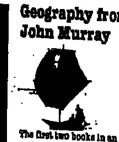

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Option taster

"What is geography?" – considerations in writing a unit to follow on an integrated course, by Stephen Murray

One of the questions at my interview for the post I now hold was, could I devise a unit for the third year entitled "What is Geography?".

The answer now is yes, but it has taken a great deal of thought and research. There were many issues to be considered: Who was it to be for? What was it to be about? The structure? What did it follow? How would it be taught? What resources would be needed? How would I assess what would be done by the pupils?

The Ferrers School is a developing 11–18 coeducational comprehensive. When I arrived it had been open for one year and was about to start the third year curriculum. Entering the environmental studies faculty, I was immediately attracted to the lower school integrated humanities course. Spread over two years (we had inherited a second year from local schools), inquiry-based learning using a wide variety of study skills focused on exploring ideas concerned with "What Makes Man Human?".

This was a reference to the "Man – A Course of Study" materials which fed part of the course. The spiralling curriculum then explored the "Netsilik Eskimos" (detailed case study). Signs and symbols (with significant RE input) and Local Studies. That series of seemingly unrelated units in fact produced extremely articulate pupils, eager to learn, highly inquisitive and full of questions.

The "What is Geography?" unit was to be one of four to give a "taster" of possible subject option choices in the upper school. The pupils were to work in mixed-ability groups as in the first two years. There were 12 weeks available for the module, five periods (35 minutes each) per week.

Overcoming my sense of awe at the task, I researched the situation further. I considered that the inquiry-based approach should continue. However, that would necessitate a great deal of resourcing while trying to avoid worksheet – weariness. Fortunately, there was good reprographic support in the school. There was a further consideration in that I wanted to use the Avery Hill 14–16 Geography Project in O level and CSE courses.

The school practiced "cross-faculty" work whereby other subject teachers were contacted to ensure non – duplication of work, and maximization of resources and teacher expertise. The English department emphasized listening skills, keyword planning and use of the library. Mathematics introduced the use of networks and links, use of graphs and statistics. Science taught useful "physical" basics such as rock types and ecology. Languages used role play work.

This was very useful in building up a body of knowledge, ideas and skills in the pupils. Within Environmental Studies the historians looked at the problems of evidence and used the skill of empathy.

How the other half lives – women winnowing sorghum in Lesotho.

My own philosophy was that geography is a subject not easily defined but one which could be described as being interested in the interrelationships between man and the environment and between man and man. I wanted to avoid a "bits and pieces" course, being easily picked up by the non-specialist and sympathetic to the pupils' environment and experiences. I was particularly interested to have attitudes and values as an intrinsic part of the work, allowing pupils to explore decision-making processes. There was to be an opportunity to look towards the future, and at the possibilities for the local/global situation.

The "What Is Geography?" Course

1 Starting with the idea of interrelationships, we look at a simple network of links – for example, the ecosystem. This raises the issue of what could happen if one input or link changes.

2 Having constructed a keyword plan of factors likely to affect a farmer's choice of action, we consider the chance element in people's activities and what can upset all "the best laid plans...." One case study looks at rice-growing and the impact of new machinery. We also consider self-sufficiency and commercial agriculture. We visit a nearby local farm.

3 *The Land can affect man* considers having to adapt to the environment or alter it to suit requirements – terraces, irrigation and soils.

4 *Man can upset the land* raises the issue of mismanagement of resources – overgrazing and soil erosion.

5 The "humanistic" view is best illustrated by our reference to *man can upset man*, when we look at culture-clash between the Punare (primarily hunters and gatherers) and Creole (cattle rearers) who share the same environment but have different attitudes and values.

6 After looking at a "Mali cattle herders game" (decision-making role play) we then ask pupils "What do *you* want from life?" What does the Mali cattle herder want from life? The extension study then throws the pupil into a more relevant situation where the local area lacks reliable rainfall. Often this leads to the writing of imaginative newspaper articles.

7 *Who benefits?* Having considered poverty traps we look at the term "development" and consider its appropriateness. Playing the "development game" illustrates vividly the problems of those who have the resources but lack the means of production and trading advantages. The game gets quite heated, often requiring some pupils to act as United Nations observers to see fair play.

A simple choropleth map construction reveals the patterns of world manufacturing. Pupils comment on the pattern with reference to previous work and a keyword plan of industrial location factors. Discussions follow and inevitably the question of aid and development arises (who needs/gives aid and motives?).

This year we suspended the timetable for one day and ran a "One World Conference" with the active assistance of Oxfam and the county multicultural adviser. This very successfully got pupils thinking about the sometimes difficult concept of "stereotyping" and involvement of developed countries in the developing world.

8 *Migration:* Pupils look at the impact of drought (an example of a natural disaster) upon a community in north-east Brazil. They then trace the consequential rural – urban migration of some people. Acting as roving reporters the pupils investigate the plight of those living in a *Favela*. They are expected to offer insight as well as possible solutions. Video helps this exercise. It graphically illustrates lack of social services, low pay and lack of leisure provision, strength of community spirit and self-help. Discussion follows their reports, where often pupils reflect on their own situation and possible future.

9 The local situation where rural areas services are declining is reviewed. Reference is made to urban problems in Britain – for example, planning can go wrong, based on the *Cities* series of television programmes.

Finally pupils design the future city and are asked to explain their ideas.

10 The assessment item for the course is based on a fictional country and entitled "Igrinea can carry her load". This developing country is described, using a variety of data. The booklet is used for making decisions by pupils who are put in various situations – locating an iron and steel works, and the economic, social and environmental effects. How the rich South can help the poor North.

The time spent on each section of the course varies according to the teacher and group response. Often some sections stimulate deeper interest and teachers are encouraged to allow extension work.

Geography has become a popular subject option choice in the upper school. We continue to develop the course in the light of pupil/teacher assessment: What did you learn? What do you value? How can we improve?

Stephen P Murray is head of geography at The Ferrers School, Northants.

EXTRA

Patterns of change

Ken Sherwood on population change in rural Britain

Evidence from the 1981 census seems to suggest that a population turn-around previously observed in many countries of the developed world is also taking place in Britain. Hence, between 1961 and 1981, the Greater London Boroughs and major metropolitan areas of England and Wales lost population at an accelerating rate, whilst in rural areas and particularly in remoter rural areas, the experience has been one of a quickening rate of population increase: between 1971 and 1981 the rate of increase in the remote rural areas was well above both the national average and any other category of district excluding new towns.

As far as Britain is concerned, it would appear that three pull factors have contributed to this apparent reorientation in population trends. First, improvements in personal mobility and in the national network of motorways have provided easier access to most rural areas from urban workplaces. Second, improvements to the quality and amenity of the housing stock, whether through the provision of mains sewerage and/or water supplies or through grant aid for the restoration and preservation of the rural heritage, have provided "urban" dwelling standards within a rural milieu. Third, there has been a general revival of interest in what Newby terms "the genre of rural retrospective regret", which, whether through popular literature, holiday choices, advertising campaigns, TV and radio programmes, or, as Table 1 indicates, through the information for potential rural residents provided by estate agents, assigns to the countryside in general, and to the cottage in particular, social and environmental qualities which make them desirable as residential locales.

It is necessary, however, that this general argument on rural population change be qualified in several important respects. As Champion has pointed out, the evidence from annual rather than decennial population statistics appears to suggest spurts of rural rejuvenation rather than progressive acceleration, and that in the remoter rural areas rates of net in-migration have slowed since the early 1970s, probably due to the economic recession and to a renewed interest in inner city development. Evidently, therefore, it is too early to talk of a fundamental redistribution or reorientation of Britain's population. Furthermore, if the spatial frame is refined it is apparent that the absence of population losses between 1971 and 1981 in any of the low density counties of England and Wales cannot be sustained at the parish level. Thus in Northamptonshire, hardly a remote rural county, the pattern of population change shows considerable variations by District and, in particular, by size of village (Table 2).

One factor which has contributed to this latter trend has been an attempt, apparent in many counties, to allocate rural population growth to a limited number of "key" settlements. This policy has been justified on economic grounds, though the lack of growth in many smaller rural parishes has put intense pressure upon amenities such as shops, schools and bus services, and has contributed to their increasing social exclusivity, as evidenced by a recent survey of housing trends in the Oundle area of East Northamptonshire (Table 3).

Regardless of tendencies to growth or decline, it is important to remember that population change is also a function of turnover of population within the housing stock and, in particular, of the contrasts between the mover and stayer components of the village population. In recent years interest has increased, in the social and motivational characteristics of this newcomer element and in its impact upon the host community.

In terms of household motives there is, as yet, only limited evidence for a counterurban process, for although retirement migrants to Lakeland or the Cotswolds and urban drop-outs in Mid-Wales or the Scottish Islands may have rejected most aspects of urban life, the vast majority of rural households, even those purchasing second homes, would appear to have chosen the rural environment for its perceived residential qualities, yet retained strong links with urban centres for work, shopping and recreation. In this sense the process of suburbanization would seem preferable to that of counterurbanization.

Interest in the impact of the newcomer population has broadened from an analysis of social conflicts to a wider concern for the needs of the population, specifically the local, stayer population, whether in terms of declining job opportunities, diminishing services or a retracting housing market. The arson attacks on second homes in Wales are a cultural manifestation of this latter problem, although as Table 3 indicates the "local needs" problem is widespread and particularly so in smaller villages.

Despite the difficulties of defining local needs, legislation under sections 20 and 52 of the Town and Country Planning Act (1971) has introduced rural safeguards on the resale of council houses and on the occupants of new private dwellings. These seem particularly appropriate in pressured rural areas, and in the Lake District restrictive covenants geared to protecting the local population's housing requirements had been introduced on 173 properties across 40 parishes by August 1980.

Pressures upon the local population as a result of these processes and patterns of change have generated much emotive discussion, with themes such as rural crisis and rural deprivation prominent. Organizations such as the Rural Community Councils and the National Council for Voluntary Organizations have been active in tracing the decline in the traditional services of villages and the changing rural property market, and in stimulating housing initiatives for the local population, although the greatest need would seem to be for further detailed study of the changing rural environment.

Evidence from Bedfordshire has suggested an increase in welfare, community and recreational facilites despite a fall in economic services, and there is some support for the argument that the elderly, often cited as a particularly deprived rural group, trade off the disadvantage of declining facilities against the advantages of the rural lifestyle. Finally, the concept of local need, often the crux of these emotive arguments, requires greater refinement and more specific application to the wide range of households who live, or would like to live, in particular houses in specific villages in the countryside.

Housing Trends in Rural Northamptonshire, Northamptonshire Rural Community Council, Hunsbury Hill House, Northampton. Price £1.

Rural Housing Initiatives, NCVO (Rural Department), 26 Bedford Square, London WC1.

Ken Sherwood is Senior Lecturer in Geography, Nene College, Northampton.

Table 1
ATTRIBUTES OF RURAL LIVING

LANDSCAPE	ATMOSPHERE	COMMUNITY	DESIGN	AGRICULTURE	RECREATION	VILLAGE FACILITIES
1. Open Countryside	1 Private	1. Traditional village	1 Low density	1 Views over farmland	1 Country walks	1 Parish church
2. Area of Natural Beauty	2. Non estate	2. Idyllic country living	2 Village green	2. Open pasture	2 Fishing	2 Local store
3. Meandering Lanes	3 Peaceful	3. Well established	3 Mixture of styles	3. Farm workers cottages	3. Hunting	3 Post Office
4 Green Belt	4 Interesting History	4. Country pub	4. Controlled development		4 Bridging	4. Mobile shop
5. Rural Surroundings	5 Original character	5 Cricket on village green	5. Conservation order		5 Canal-side walks	5 Access to towns
6. Panoramic views	6. Air of quiet tranquility	6. Well integrated	6 Stone and thatched cottages			6 Bus services
7. Heart of the Countryside	7. Picture Postcard	7. Desirable village	7. Inglenook and exposed beams			7 Community
	8. Olde worlde charm	8 Good community life	8. Picturesque			8 Schools
	9. Exclusive	9 Sought after village				
	10 Secluded	10. Popular village				
	11 Cottages of character	11 Residential village				

Source: Fourie Agents' Details on 400 properties for sale in rural Hampshire, 1983

Table 2
Percentage Change 1981-1981 in Three Rural Districts of Northamptonshire

Population of Village (1981)	East Northants	Daventry	South Northants	County
<200	— 8.5	2.6	3.1	— 1.6
200-500	—10.6	40.3	27.0	22.0
501-1000	39.5	26.1	49.0	50.9
>1000	8.3	35.9	80.2	48.4

Table 3

	Percentage of homes sold for under £20,000	Proportion of first time buyers
Oundle and Thrapston (Towns)	64%	57%
Villages >1000	60%	50%
Villages <1000	25%	21%

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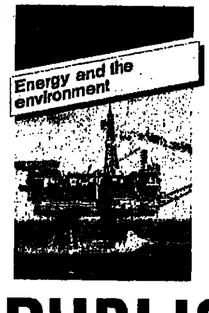

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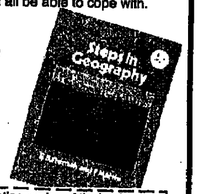

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EXTRA

A process of aspiration

How geography was "rendered a discipline" by Ivor Goodson

The history of geography is of great interest because of the insights it provides into the traditional view of school subjects. Many of us are taught when we train as teachers that the main school subjects are built around the "forms" or "fields of knowledge". These forms and fields, we are told, are distillations of the main essences, "the disciplines" as they are called.

The implied basis of school subjects is clear. They are translated from the main intellectual essences of the disciplines. The belief has therefore grown that these timeless and instrinsically coherent disciplines provide the basis and the inspiration for our school curriculum.

The history of geography warns us that the reality is far more complex. The story in fact unfolds in reverse order to that which the traditional view might lead us to expect.

Layton has analysed the evolution of science in England from the nineteenth century, suggesting a tentative model for the evolution of a school subject in the secondary school curriculum. He has defined three stages in this evolution. In the first stage, "the callow intruder stakes a place in the timetable, justifying its presence on grounds such as pertinence and utility. During this stage learners are attracted to the subject because of its bearing on matters of concern to them. The teachers are rarely trained specialists, but bring the missionary enthusiasm of pioneers to their task. The dominant criterion is relevance to the needs and interests of the learners".

In the interim second stage, "a tradition of scholarly work in the subject is emerging along with a corps of trained specialists from which teachers may be recruited. Students are still attracted to the study, but as much by its reputation and growing academic status as by its relevance to their own problems and concerns. The internal logic and discipline of the subject is becoming increasingly influential on the selection and organization of subject matter".

In the final stage, "the teachers now constitute a professional body with established rules and values. The selection of subject matter is determined in large measure by the judgments and practices of the specialist scholars who lead inquiries in the field. Students are initiated into a tradition, their attitudes approaching passivity and resignation a prelude to disenchantment".

Layton's model warns against any monolithic explanation of subject and disciplines. It would seem that, far from being timeless statements of intrinsically worthwhile content, subjects and disciplines are in constant flux.

The establishment and promotion of geography

In the late nineteenth century geography was beginning to establish a place in the curricula of public, grammar and elementary schools. The subject was emerging from the initial birth pangs when it appears to have been little more than a dreary collection of geographical facts and figures which Mackinder contended "aids an ever-increasing amount to be borne by the memory". This early approach which clearly precedes Layton's Stage 1, has been called the "capes and bays" period. Very soon, however, the subject began to attract more inspired teachers as a former pupil recalls: "In a London secondary school 'capes and bays' were dramatically replaced by 'homes in many lands' and a new world opened to us, through our non-graduate 'specialist teacher'".

The non-graduate label was at this time inevitable, as geography remained outside the universities. It was partly to answer this problem that one of the founding fathers of geography, H. T. Mackinder, posed the question in 1887; "How can geography be rendered a discipline?" But Mackinder was aware that the demand for an academic geography to be taught in universities could only be engendered by the establishment of a more credible position in schools.

Essentially it was in the public and grammar schools that geography needed to establish its intellectual as well as pedagogical credibility. In these schools, without fully fledged academic status the subject's position as an established part of the curriculum remained uncertain.

In the elementary schools geography was rapidly seen as affording utilitarian and pedagogic possibilities in the education of the children of working people. Hence the take-up of the subject grew considerably in the period following the 1870 Education Act. In 1875 "elementary geography" was added to the main list of "class subjects" examined in elementary schools.

Given the limited base in the elementary and secondary school sector the promoters of geography began to draw up plans for a subject association. Hence in 1893 the Geographical Association was founded "to further the knowledge of geography and the teaching of geography in all categories of educational institutions from preparatory school to university in the United Kingdom and abroad".

The formation of the association in 1893 was extremely well-timed and it rapidly began to operate as a vocal "lobby" for the subject. Two years later the Bryce Commission reported, and its recommendations were built into the 1902 Education Act. Further, the 1904 secondary regulations effectively defined the traditional subjects to be offered in secondary schools. Geography's inclusion in the regulations was a significant staging-post in its acceptance and recognition, and in the broad-based take-up of external examinations as a defining factor in secondary curricula around 1917, is clearly reflected in the sharp increase in the association's membership around this date.

At this stage geography was included in many examination board regulations both at school certificate and higher school certificate as a main subject. Certain boards, however, included geography only as a "subsidiary subject".

For those teachers involved in promoting geography the founding of a subject association was only a first stage in launching the subject; what was also required was an overall plan aimed at establising the subject in the various educational sectors mentioned in the constitution. At a diecussion on geographical education at the British Association in September 1903, Mackinder outlined a four-point strategy for establishing the subject.

"Firstly, we should encourage university schools of geography, where geographers can be made . . . Secondly, we must persuade at any rate some secondary schools to place the geographical teaching of the whole school in the hands of one geographicnlly trained master . . . Thirdly, we must thrash out by discussion and experiment what is the best progressive method for common acceptation and upon that method we must base our scheme of examination. Lastly, the examination papers must be set by practical geography teachers."

In the immediate period following this pronouncement the Geography Association continued the earlier rhetoric about the subjects utility; a changeover was only slowly implemented. Thus in 1919 we learn.

"In teaching geography in schools we seek to train future citizens to imagine accurately the interaction of human activities and their topographical background if he is to keep order in the mass of information which he accumulates in the course of his life, and in these days the background must extend over the whole world."

Eight years later we hear that" travel and correspondence have now become general; the British-dominions are to be found in every clime and these facts alone are sufficient to ensure that the subject shall have an important place in the school timetable".

Alongside these utilitarian and pedagogic claims as we shall see the Geographical Association began to mount more "academic" arguments. But the problems of the more utilitarian and pedagogic emphnses had by now surfaced. Thus in the 1930s the Norwood Committee was concerned by the way geography appeared effortlessly to change direction and definition, thereby intruding on the territory of other subjects and disciplines.

The results of such "expansiveness" were later reported by Honeybone, who argued that by the 1930s geography "came more and more to be a 'world citizenship' subject, with the citizens detached from their physical environment". He explained this partly by the spread "under American influence" of "a methodology, proclaiming that all education must be related to the everyday experience of children".

Hence, "in terms of geography, they insisted that the approach must always be through life and the work of men. This frequently meant that geography in school started with the life and work of man and made no real attempt to examine his environment".

Thus through the work of those teachers untrained or badly-trained in the subject," by 1939 geography had become grievously out of balance; the geographical synthesis had been abandoned; and the unique educational value of the subject lost in a flurry of social and economic generalizations".

The central problem therefore remained the establishment of departments in universities where "geographers could be made". To further this objective the Geographical Association began to promote more "academic" arguments for the subject, which provided more pressure on the universities to respond to the demand for the training of geography specialists.

The period following 1945 does seem to have been critical in geography's acceptance and consolidation within the university sector. Professor Alice Garnett explained in 1968 why this period was so important:

"Not until after the Second World War was it widely the case that departments were directed by geographers who had themselves received formal training in the discipline, by which time most of the initial marked difference and contrasts in subject personality and had been blurred or obliterated."

At this point geography departments were established in most universities and the subject had a recognizable core of identity. By 1954 Honeybone could write a summary of the final acceptance and establishment of geography as a university discipline:

"In the universities, there has been an unparallelled advance in the number of staff and scope of the work in the departments of geography . . . geographers are welcomed into commerce, industry and the professions, because they are well educated men and women . . ."

The establishment of geography as a discipline was a protracted painstaking and fiercely contested process. The story is not of the translation of an academic discipline devised by "dominant" groups of scholars in universities, into a pedagogic version to be used as a school subject.

Rather the story unfolds in reverse order and can be seen as a drive from low status groups at school level, progressively to colonize areas within the university sector – thereby earning the right for scholars in the new field to define knowledge that could be viewed as a discipline. The process of evolution of school subjects can be seen not as a matterof disciplines "translated" *down* or of "domination" *downwards* but very much as a process of "aspiration" *upwards*.

Dr. Ivor Goodson is director of the Schools Unit, School of European Studies. University of Sussex.

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RESOURCEFUEL TEACHING AIDS - FROM THE GAS PEOPLE TES 13/4

"Going places"

Going Places, a new ITV series for seven to nine-year-olds, starts in September. It also starts in school – Mount Pleasant primary school, Quarry Bank, Dudley, and uses this environment to introduce ideas and skills basic to modern geography.

This school was chosen because it has labyrinthine corridors. As the series is about ideas connected with movement, networks, nodes, direction and flow would be demonstrated as children and teachers moved naturally about the school; as would busy areas, quiet places, and worn floor tiles betraying evidence of heavier wear. Problems caused by congestion allowed us to invite viewers to suggest possible solutions.

Notions of distribution and location, regions, systems, patterns and hierarchies were also present in contexts relevant to young children.

Trap doors in the roofs of the classrooms and hall were a godsend in a programme trying to introduce the idea of plan. Positioning the cameraman in the roof space meant that we could see both "child's eye", and "bird's eye" views of everyday activities.

The ideas and skills introduced in the first programme are developed in the rest of the series. The topics have a familiar and reliable ring.

Families and homes, people and work, food, shops and shopping, water, play, keeping warm, getting about and holidays are already part of the work of many junior schools. In *Going Places*, they are used to encourage observing and recording information, using maps and plans, interpreting photographs and pictures, reading and drawing graphs and diagrams, looking for and using evidence, problem-solving, decision-making, inquiry, and a wide range of writing.

Each programme includes film of children and their environments, high level and helicopter filming, and animated graphics. Issues and problems are introduced regularly and left open-ended.

The local environments filmed have been chosen to reflect our plural and multicultural society. Most of the programmes also have a distant environment.

It was fortunate that during the planning of this series Central had a film unit making a documentary in India and that the "powers that be" agreed to extend their stay so that they could film material especially for *Going Places*. This film, shot in Delhi and a nearby village, is included in most of the 10 programmes. It shows aspects of life in modern India with the emphasis on similarities, illustrating that the underlying geographical ideas apply in India as in England. Of course, differences and uniqueness emerge in sequences that should prove invaluable to teachers who wish to give their children wider, more global perspectives.

The advisers for the series are Bill pick, head of Seacroft Park Middle School, Leeds, and Malcolm Renwick, Consultant in Geography and Curriculum Development. They are the authors of the Nelson Primary Geography books, also called *Going Places*, and there are obvious links between the books and the television programmes. Both offer resources which will provide a structure for topic work for the non-specialist class teacher, as well as for those who have some experience and expertise in geography or environmental education.

Graham Sellors

TOPOMAP

A cartographic package for your BBC micro (BASIC II) giving 3D block views and contour maps for any data set (topographic or economic).

From: Solent Software
96 Coldharbour Road
Redland
Bristol BS6 7SS (301)

RHEIDOL STUDY CENTRE
OPENING OCTOBER 1984

Brand new purpose-built residential centre set on the edge of the Rheidol Forest with Plynlimon to the NE in the heart of Mid-Wales. Open all year round offering a whole range of field-study courses planned by our highly qualified staff. Facilities include C. H. throughout. Dining Rm. Common Rm. Accommodation for 44. Specialty equipped Field Studies Rm. Lecture Rm with A. V. Kit. Film. Kit Drying Rm. Centre Shop. Free place allocation 1 per 10. Outdoor Activities also arranged.

Details from:- The Director, Rheidol Study Centre, Pearbyanch, Aberystwyth SY23 3BY. Tel: 0970 828322. (310)

PRIMARY HEADS
continued

GLOUCESTERSHIRE

NORTHLEACH C OF E PRIMARY SCHOOL, Northleach, Cheltenham. 70 on roll. 5 - 11 years. Head Teacher Group 2 required 1st September, 1984. Forms and further details from Chief Education Officer, Shire Hall, Gloucester (GL1 2TP) (encloss S.A.E.). (67537) 110010

EAST SUSSEX

NINFIELD CE PRIMARY SCHOOL, Ninfield, Battle TN33 9JW. Required from September 1st (if possible) Head Teacher (Group 2). Relocation grants available in approved cases. Application forms (see please) from and returnable to the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes, East Sussex BN7 1SG. Closing date April 27th. (35817) 110010

HAMPSHIRE

ELING COUNTY FIRST SCHOOL, School Road, Totton, Nr. Southampton. HEADTEACHER Group 3 School Salary Scale currently £8,948 - £10,974. Required 1st September 1984. Full details and application form from Area Education Officer, Cannon Street, Eyeington. Tel: Eyeington 77911 Closing date 24th April 1984. (54642) 110010

HAMPSHIRE

REDBRIDGE FIRST SCHOOL Required 1st September or January 1985 HEAD Group 7. S.A.E. for application form and details to: Area Education Officer (SW/PH), Arundel Towers North, Portland Terrace, Southampton SO9 4XE. Closing date for completed application forms 30th April 1984. (59660) 110010

KIRKLEES

METROPOLITAN COUNCIL DIRECTORATE OF EDUCATIONAL SERVICES Upper First & Nursery School, Woodend Road, Hopton, Mirfield, West Yorkshire. Ref: 488. Applications are invited from suitably experienced teachers for the Headship of this Group 3 school which caters for the age range 3 - 9 years. The appointment will date from 1st September 1984. Application forms and further details (s.a.e. please) are available from the Director of Educational Services (Ref: PT) Oldgate House, 2 Oldgate, Huddersfield HD1 6QW to whom completed forms must be returned within 14 days of the appearance of this advertisement in the press. (59678) 110010

HERTFORDSHIRE

EAST HERTS DIVISION FAIRFIELDS JMI SCHOOL Rosedale Way, Flamstead End, Cheshunt. Head required from 1st September 1984. Group 5 salary plus Fringe Allowance. Application form and further details from The Divisional Education Officer, Scout House, Hagsdell Road, Hertford SG13 8BQ, to whom completed forms should be returned by 30th April, 1984. (67616) 110010

KNOWSLEY

METROPOLITAN BOROUGH OF KNOWSLEY ST LUKE'S RC INFANT SCHOOL, Shaw Lane, Prescot, Merseyside L35 5AT (100 Boys and Girls) Required for September 1984: Headteacher Group 4. For application form and further details and send to the Borough Education Officer, Education Offices, Huyton Key Road, Huyton, Merseyside L36 9YH. Application forms should be returned to Reverend B. Higham pp St Luke's Presbytery, Shaw Lane, Prescot, Merseyside L35 5AT within the next 14 days. (67137) 110010

HERTFORDSHIRE

BROCKSWOOD J.M.I. SCHOOL, Bentley Road, Hemel Hempstead. GROUP 4. Applications are invited for the HEADSHIP of this school, opened in 1978 and in a developing area of Hemel Hempstead. The appointment is for 1st September, 1984. Forms and further details from the Divisional Education Officer, The Way, Hemel Hempstead. (S.a.e. please). Closing date 27th April, 1984. (59613) 110010

LEICESTERSHIRE

COUNTY COUNCIL An Equal Opportunity Employer. GILMORTON CHANDLER C.E. (AIDED) PRIMARY SCHOOL HEADSHIP - GROUP 4. Head required for this active rural school in south Leicestershire, with approximately 170 on roll. Communicant member of the Church of England preferred. Details on request (SAE). Apply (no forms) with curriculum vitae, and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF by 25th April. (54678) 110010

KENT

COUNTY COUNCIL EDUCATION DEPARTMENT MAIDSTONE DIVISION MOLEHILL COPSE COUNTY PRIMARY SCHOOL, Hereford Road, Maidstone, Kent ME13 7HS. APPOINTMENT OF HEAD TEACHER. Group 3 Roll 226. Appointment to take effect from 1st September 1984 for the Junior Mixed and Infants' School with Partially Hearing Unit attached which caters for approximately 16 deaf and partially hearing children. Application forms and further details from the Divisional Education Officer, Astley House, Maidstone (S.A.E. please). Closing date 27th April 1984. (58898) 110010

LEICESTERSHIRE

COUNTY COUNCIL An Equal Opportunity Employer. HEIGHAM-ON-THE-HILL CE (CONTROLLED) PRIMARY SCHOOL AND COMMUNITY CENTRE. HEAD/WARDEN APPOINTMENT - GROUP 3 (Plus Community Education Allowance). HEAD/WARDEN required August for this thriving rural school and community centre with approximately 55 on roll. Details on request (SAE). Apply (no forms) with curriculum vitae and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 25th April. (67137) 110010

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES MALDEN MANOR PRIMARY SCHOOL, Gainsborough Road, New Malden, Surrey. 400 ON ROLL. Applications are invited for the post of HEAD TEACHER (Group 6) to commence in September 1984. Salary - London Allowance £645. Application forms, and further details, obtainable from the Director of Education and Recreation, Guildhall, Kingston upon Thames, Surrey KT1 1EU. (S.A.E. please) to whom completed forms should be returned by 30th April, 1984. (67343) 110010

WILTSHIRE

HEADSHIP POSTS

Box C.E. Controlled Primary School, High Street, Box, Chippenham, SN14 9NF. Group 3. N.O.R. 75

Head Teacher required from 1st September, 1984.

The School is located in the centre of the attractive village of Box. The buildings are Victorian, but have recently undergone an ambitious remodelling, undertaken and resourced by parents and the local community, who are strongly supportive of the School. Application forms and further details from the Chief Education Officer, Education Department, (ST/T/NJF), County Hall, Trowbridge, BA14 8JB. Closing date: 2nd May, 1984.

Park South Junior School — Swindon Headship. Group 6. Estimated N.O.R. Sept 1984 — 275

Head Teacher required for September, 1984.

Park South is a post-war housing development in South-East Swindon, where number of children experience social disadvantage and educational difficulties. The L.E.A. is working closely with the staff of the school to find ways of responding appropriately to this situation. A Headteacher is sought who has wide experience and the necessary personal qualities to lead the school with energy and purpose. Application form and further details (S.A.E. please) from and returnable to: The Chief Education Officer, Area Education Office, Sanford House, Bradford Street, Swindon, Wilts. SN1 1DH as soon as possible, and not later than Wednesday, 25th April, 1984.

Pewsey County Primary School, Group 4

Required for September, 1984.

A new County Primary School to serve Pewsey will open in September, 1985, and will replace the existing Pewsey Infants and Junior Schools. It is hoped to appoint for September, 1984, a Head-Designate of the new School who will hold during 1984/85 the Headship of Pewsey Junior School, which is at present filled on an acting basis. The Head will also be closely involved in appointments and all matters relating to the opening of the new building in September, 1985. Application form and further details (S.A.E. please) from The Chief Education Officer, Education Department, (ST/T/FMB), County Hall, Trowbridge, BA14 8JB. Closing date for applications: 2nd May, 1984.

DEPUTY HEADSHIP POSTS

Bulford C of E Controlled Primary School, John French Way, Bulford Village, Salisbury, SP4 9DW. Group 4. N.O.R. 154

Deputy Head.

Required for September 1984 for this six class Primary School housed in modern premises on the edge of Bulford Village. Approximately 50% of pupils come from service backgrounds. Applications are invited from teachers experienced in modern methods, able to make a significant contribution to all aspects of the school's development, especially in relation to the curriculum. Application form and further details (S.A.E. please) from and returnable to the Acting Head Teacher by 25th April.

Monkton Park County Primary School, Sadlers Mead, Chippenham, SN153PN. Group 4. N.O.R. 143

Deputy Head Teacher required from September, 1984.

Applications are invited from imaginative and enthusiastic teachers for the position of Deputy Head Teacher in this active Primary School. Application forms and further details (S.A.E. please) from and returnable to: The Head Teacher. Closing date: 8th May, 1984.

SCALE 2 POST

Bulford C of E Controlled Primary School, John French Way, Bulford Village, Salisbury, SP4 9DW. Group 4. N.O.R. 154

Teacher In Charge of Infant Department required from September, 1984. Scale 2 for suitable applicant.

Written letter of application, stating age, giving particulars of education, training and experience and also the names and addresses of two referees to be sent to the Acting Head Teacher by the 25th April.

SCALE 1 POST

Amesbury Christ the King R.C. Aided School, Earls Court Road, Amesbury, SP4 7DX. Group 5. N.O.R. 258

Required for September, 1984 a Catholic teacher for this nine class school, housed in modern premises, and serving the Catholic parish of Amesbury, which includes Durrington and Ludgershall, and the Catholic children of servicemen. Ability to teach music would be an added recommendation, but the Governors are also looking for a lively, committed teacher able to make a significant contribution to the overall work of the school. Letter of application, plus two referees (one of whom should be the candidates Parish Priest), to the Chairman of Governors, Father J. Quinn, 3 London Road, Amesbury, Wilts, by 1st May, 1984.

SPECIAL EDUCATION

Peripatetic Support Teacher required from September, 1984 a Peripatetic Support Teacher to work principally in the areas of Malmesbury/Chippenham

To work with children with Special Educational Needs, principally in primary schools. Recent good experience in primary remedial teaching and ability to use diagnostic procedures essential. Appropriate further qualifications an advantage. Post classified as casual car user. Application form and further details (S.A.E. please) available from the Chief Education Officer, County Hall, Trowbridge, Wilts, quoting ST/T/PMB returnable by the 20th April, 1984.

Wroughton Brimble Hill, Burderop, Wroughton, Swindon. Group 4

Scale 1 teacher required for 1st September, 1984 to work in this school for children with severe learning developmental difficulties. A qualification in special education will be an advantage. Full letter of application and curriculum vitae, including the names of two referees to the Head Teacher by 1st May, 1984. (59774)

HEADSHIP

From September 1984

WYMINGTON V A LOWER SCHOOL, Rushden Road, Wymington, Rushden NN10 8LL. Group 2

Estimated number on roll September 1984: 31 children aged 5-9 years.

Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 2 Lower School. A committed Christian and practising member of the church of England is preferred.

Application forms and further details are available from the Chief Education Officer, County Hall, Bedford, MK42 9AP.

Closing date: 19 April 1984. (9863)

Bedfordshire COUNTY COUNCIL

HEADTEACHER

Group 6

HOLY TRINITY C of E (AIDED) JUNIOR SCHOOL

Bute Road, Wallington, Surrey

From 1 September 1984. The School has approximately 290 pupils on roll. The successful candidate will be expected to maintain the school's close spiritual links with the local Anglican Evangelical Church.

Further particulars and application form from the Director of Education, The Grove, Carshalton, Surrey, SM5 3AL (SAE please). 24 hour telephone answering service (01 661 5741). Closing date: 26 April 1984.

London Borough of Sutton (9949)

WEST GLAMORGAN County Council

EDUCATION DEPARTMENT

Teaching Vacancies

Primary Headships

Applications are invited from suitably qualified persons for the following posts in the Authority's service to commence in September, 1984, or as soon as possible thereafter, unless otherwise stated.

OYSTERMOUTH PRIMARY SCHOOL, Dunns Lane, Mumbles, Swansea. (Mixed) (118 on roll) (age range 3½–11). A HEADTEACHER is required for this GROUP 4 school to commence as soon as possible. (Post ref: 1.5.84.)

CLASE JUNIOR SCHOOL, Rheidol Avenue, Clase, Morriston, Swansea. (Mixed) (315 on roll) (age range 7–11). A HEADTEACHER is required for this GROUP 5 school. (Post ref: 2.9.84.)

PENCLAWDD JUNIOR SCHOOL, The Promenade, Penclawdd, Swansea. (Mixed) (121 on roll) (age range 7–11). A HEADTEACHER is required for this GROUP 4 school. (Post ref: 3.9.84.)

GORSEINON INFANTS SCHOOL, High Street, Gorseinon, Swansea. (Mixed) (215 on roll) (age range 3–7). A HEADTEACHER is required for this GROUP 4 school. (Post ref: 4.9.84.)

PONTARDDULAIS PRIMARY SCHOOL, James Street, Pontarddulais, Swansea. (Mixed) (388 on roll) (age range 3–11). A HEADTEACHER is required for this GROUP 5 school. (Post ref: 5.9.84.)

CASTELL NEDD WELSH SCHOOL, Neath. (Mixed) (191 on roll) (age range 3–11). A HEADTEACHER is required for this GROUP 4 school. Applicant must be able to teach through the medium of Welsh. (Post ref: 6.9.84.)

TONNAU PRIMARY/COMMUNITY SCHOOL, Tonna, Neath. (Mixed) (152 on roll) (age range 3–11). A HEADTEACHER is required for this GROUP 4 school. Salary payable will be based on Headteacher Group 5 in recognition of the responsibilities of Warden. (Post ref: 7.9.84.)

GROES PRIMARY SCHOOL, Bertha Road, Margam, Port Talbot. (Mixed) (166 + Nursery on roll) (age range 3–11). A HEADTEACHER is required for this GROUP 4 school. (Post ref: 8.9.84.)

CENTRAL JUNIOR SCHOOL, Broad Street, Port Talbot. (Mixed) (277 on roll) (age range 7–11). A HEADTEACHER is required for this GROUP 5 school. (Post ref: 9.9.84.)

Application forms and further particulars of the above posts are available from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea, upon receipt of a stamped, addressed foolscap envelope.

THE CLOSING DATE for the receipt of completed applications is THURSDAY, 26th APRIL, 1984. (9981)

PRIMARY HEADSHIPS
continued

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

BELTON CE (CONTROLLED) PRIMARY SCHOOL

HEADSHIP - GROUP 2

Head required August for this lively modern well equipped village primary school serving a rural and commuter population near Shepshed, with approximately 95 on roll.

Details on request (SAE).

Apply (no forms) with curriculum vitae and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 25th April. (6715S) 110010

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

SHAFTESBURY COUNTY JUNIOR SCHOOL
Leicester

HEADSHIP - GROUP 5

HEAD required August for this thriving inner urban multicultural school with approximately 190 on roll in 1984/85. Candidates should be supportive to the possibility of a Community Centre involvement in future.

Details on request (SAE).

Apply (no forms) with curriculum vitae and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF by 25th April. (3831L) 110010

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
HIGHER (CONTROLLED) SCHOOL

Required for September, 1984 or later as may be agreed, a qualified Head Teacher/Deputy on group 2 (R&F) Roll 80.

Application forms and further information obtainable from Principal Education Officer, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5HA, to whom completed forms should be returned by 4th May, 1984. (6708S) 110010

ROCHDALE
METROPOLITAN BOROUGH OF ROCHDALE

EDUCATION DEPARTMENT

MILNROW (ST JAMES) CE PRIMARY SCHOOL
St James' Street, Milnrow, Rochdale OL16 3JY

Tel: Rochdale 43973

(4 - 11)

REQUIRED FOR SEPTEMBER 1984 HEAD TEACHER GROUP 2

Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 2 School which has a considerable involvement with the Church and the community. Applicants should be practising and communicant members of the Church of England.

Application forms and further particulars are available on receipt of a stamped addressed envelope from the Chief Education Officer, Education Department, PO Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD and completion returned to the Rev R.M. Edwards (Chairman of Governors), Clergy House, Road, Milnrow, Rochdale by 24th April 1984. (5866?) 110010

Deputy Headships
Second Masters/ Mistresses

AVON COUNTY
NEW NORTH WORLE (TO BE KNOWN AS WORLE COMMUNITY SCHOOL) (4 - 11) Locking Road, Worle, Weston-super-Mare

Required from September 1984, Deputy Head (Group 4) for this 4 form entry purpose built primary school.

Enthusiastic infant or junior teacher with a variety of successful teaching experience in primary schools. You should have considerable knowledge of curriculum development and be willing and able to co-ordinate and implement your ideas thoroughout the 4 - 11 age range. Willingness to organise and participate in extra curricular activities an advantage.

Letter of application to the Headmaster Mrs E. Brown, Co. Manager Green School, Greenwood Road, Worle, Weston-super-Mare BS22 6PX, by 27th April 1984 giving details of qualifications, experience and names of two referees.

Avon is an equal opportunity employer. (6958S) 110018

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
Civic Centre, Dagenham, Essex RM10 7BN

Tel: 01-592 4500 Ext. 3077

DEPUTY HEAD TEACHER, GROUP 5, to be responsible for the general organisation and curriculum development within the Junior Department of this 4 form entry school. (Series 4 Scale 3 man). Practising Catholic preferred.

In approved cases assistance may be given towards the payment of removal expenses and separation allowances.

Applications forms (SAE) obtainable from the Director of Educational Services, Town Hall, Barking, Essex IG11 7LU, to be returned to Rev. Father Neil Read, Chairman of the Governors, St. Agnes's Presbytery, 30 Sweyn Street, London NW2 1HB, by 4th May 1984. (6566S) 110012

BUCKINGHAMSHIRE
COUNTY COUNCIL
MILTON KEYNES AREA
DOWNS BARN COUNTY FIRST SCHOOL
69 Downs Barn Boulevard, Downs Barn, Milton Keynes MK14 7NX
DEPUTY HEADTEACHER - GROUP 4

Required for September 1984 for this new open-plan first school, due to promotion of present holder.

Applications are invited from teachers able to accept considerable responsibility for curriculum development, liaison and school management. Experience of co-operative teaching an advantage. AVA an advantage. Must value parental involvement.

Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.

Application forms and further details available from the Education Officer, Civic Offices, 1 Saxon Gate East, Central Milton Keynes MK9 3EJ. Closing date 14th May 1984. (5564S) 110012

BUCKINGHAMSHIRE
COUNTY COUNCIL
MILTON KEYNES AREA
DOWNS BARN COUNTY FIRST SCHOOL
69 Downs Barn Boulevard, Downs Barn, Milton Keynes MK14 7NX
DEPUTY HEADTEACHER - GROUP 4

Required for September 1984 for this new open-plan first school, due to promotion of present holder.

Applications are invited from teachers able to accept considerable responsibility for curriculum development, liaison and school management. Experience of co-operative teaching an advantage. AVA an advantage. Must value parental involvement.

Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.

Application forms and further details available from the Education Officer, Civic Offices, 1 Saxon Gate East, Central Milton Keynes MK9 3EJ. Closing date 14th May 1984. (5564S) 110012

BARNET
LONDON BOROUGH
REQUIRED SEPTEMBER.

UNDERHILL INFANTS' SCHOOL
Mays Lane, Barnet, EN5 2LZ
Roll 150

DEPUTY HEAD TEACHER - GROUP 4

Applications are invited from suitably qualified candidates.

In approved cases assistance may be given towards the payment of removal expenses and separation allowances.

Application forms (s.a.e) obtainable from and returnable to the Director of Education, Hazel Services, Town Hall, Friern Barnet Lane, N11 3DL by 30th April, 1984. (5868P) 110012

BARNET
LONDON BOROUGH
Required September 1984

ST AGNES'S R.C. J.M.I. SCHOOL
Gillingham Road, NW2 1TN
Roll 191

DEPUTY HEAD TEACHER, GROUP 5, to be responsible for the general organisation and curriculum development within the Junior Department of this 2 form entry school. (Series 4 man). Practising Catholic preferred.

In approved cases assistance may be given towards the payment of removal expenses and separation allowances.

Applications forms (SAE) obtainable from the Director of Educational Services, Town Hall, Barking, Essex IG11 7LU, to be returned to Rev. Father Neil Read, Chairman of the Governors, St. Agnes's Presbytery, 30 Sweyn Street, London NW2 1HB, by 4th May 1984. (6566S) 110012

BUCKINGHAMSHIRE
COUNTY COUNCIL
MILTON KEYNES AREA
DOWNS BARN COUNTY FIRST SCHOOL
69 Downs Barn Boulevard, Downs Barn, Milton Keynes MK14 7NX
DEPUTY HEADTEACHER - GROUP 4

Required for September 1984 for this new open-plan first school, due to promotion of present holder.

Applications are invited from teachers able to accept considerable responsibility for curriculum development, liaison and school management. Experience of co-operative teaching an advantage. AVA an advantage. Must value parental involvement.

Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.

Application forms and further details available from the Education Officer, Civic Offices, 1 Saxon Gate East, Central Milton Keynes MK9 3EJ. Closing date 14th May 1984. (5564S) 110012

CAMBRIDGESHIRE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
ST PETER'S C OF E (AIDED) JUNIOR SCHOOL
Hartford Road, Hinchell, Cambs, PE15 9RB
Tel: Wisbech 585570
Head Teacher: Mr. R.J. Hague

QUALIFIED FOR SEPTEMBER, 1984:-

Applications are invited from suitably qualified teachers for the post of Deputy Head, at this above Church of England Junior School. Applicants should be regular communicants of the Church of England and have ability to play the piano will be an advantage.

Further details and forms may be obtained from the above Head Teacher at the above address and should be returned by 27th April. (6726T) 110012

CAMBRIDGESHIRE
EDUCATION
CAMBRIDGE AREA
BOURNE C.E. (C) PRIMARY SCHOOL
Required from September, DEPUTY HEADTEACHER - Main Group 3 school.

Application forms and details from the Teacher, Riddy Lane, Bourn, Cambridge, CB3 7SX returnable by 25th April. (6728S) 110012

CUMBRIA
COUNTY COUNCIL
PENRITH ASB'S C OF E SCHOOL
Salkeld
(4 - 11 years mixed 220 on roll)

Required for September 1984 a Deputy Head for this 4 form a school. Applicants should be teachers with experience and training to be able to take an important role in curriculum development and prepared to become fully involved in the life of the school. A committed Christian preferred.

Application forms and further details obtainable from the Assistant Director of Education, Cumbria Education Institute, Abbey Road, Barrow-in-Furness, Cumbria. Closing date 27th April 1984 (and please). (6766S) 110018

DONCASTER
WOODLANDS EAST R.C. J.I. SCHOOL
Doncaster Lane, Woodlands, Doncaster DN6 7QN

Tel: Doncaster 783320

DEPUTY HEAD GROUP 3

Applications are invited for appointment from September 1984 for the above post of this 4 form entry aided Roman Catholic Junior and Infant School.

The successful applicant will be a practising Roman Catholic and capable of organising Boys' Games.

Application forms are available from the Director of Education, Princesgate, Doncaster DN1 3EP (S.A.E. please) to whom they should be returned by 4 May 1984. (6767S) 110018

ESSEX
GREAT WALTHAM C. OF E. PRIMARY SCHOOL
Great Waltham, Chelmsford (Roll 192)
Tel: Chelmsford 850388
DEPUTY HEADTEACHER
Group 4
Required September, enthusiastic and dedicated teacher is required for the above post at this recently remodelled Village Primary School. Closing date: 30th April, 1984.

CHELMSFORD ST. PIUS X R.C. PRIMARY SCHOOL
Roman Catholic Controlled
(Roll 317)
Tel: Chelmsford 354878
DEPUTY HEAD
Re-Advertisement
Required in September 1984, Deputy Headteacher (Scale 3). Teacher for Deputy Headship of this 2 form school. Applications are invited from practising Catholics willing to accept broad curriculum responsibilities, including an interest in the development of Games, Physical Education and Athletics. Closing date: 27th April, 1984.

Application forms and further details for both posts available from Area Education Office, Fry Hall, Chelmsford CM1 1QH (foolscap s.a.e. please). (6585S)

HAMPSHIRE
HATCH WARREN COUNTY PRIMARY SCHOOL
Hatch Warren, Basingstoke
A new Primary School, September, 1984 in Basingstoke.

Deputy Headteacher Group 4.

S.a.e. for application form/further details to Area Education Officer, Sun Alliance House, 47 Wote Street, Basingstoke, RG21 1LU. Closing date for receipt of completed applications 30th April, 1984. (6656T) 110018

HERTFORDSHIRE
CRABTREE JM SCHOOL
Crabtree Lane, Harpenden, Herts AL5 4TP
Head Mrs M. Brown

DEPUTY HEAD, Group 4, required for September, 1984.

Letter of application and further details can be obtained from the Head at the school on receipt of sae.

Closing date for receipt of completed application forms is Friday, 27th April, 1984. (6758S) 110012

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
BOTTESFORD INFANT SCHOOL
Manor Road, Bottesford, Scunthorpe
Head Teacher: Mrs. M.I. Hague

Group 4
Pupil Roll: 187

GROUP 4
Required for September, 1984, suitably qualified and experienced DEPUTY HEAD experienced in the Infant age range with knowledge of modern infant school methods and practices to assist in all aspects of the school. The ability to play the piano will be an advantage.

Application forms and further details obtainable from the Divisional Education Officer, 5 Cliff Gardens, Scunthorpe, South Humberside DN15 7PH (Tel: Scunthorpe 856101, Ext. 238) to whom completed forms should be returned no later than 27th April, 1984 (f.s.a.e. please). (5561G) 110019

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
FREDERICK AVENUE PRIMARY SCHOOL
Kendleton Avenue, Scunthorpe
Head Teacher: R.E. Knowler
No. on Roll: 653

GROUP 7
SECOND MASTER/MISTRESS required for September, 1984 (Scale 3 plus Deputy Head Teacher). This vacancy is due to the promotion of the present post-holder to a Headship. We are offering a challenging position as a preparation for headship. The successful applicant will offer a wide practical and theoretical experience in the primary school (5 - 11 age range) together with a subject lead in an area of the curriculum.

Application forms for small Heads of Schools will be considered.

Application forms and further details obtainable from the Divisional Education Officer, 5 Cliff Gardens, Scunthorpe, South Humberside DN15 7PH (Tel: Scunthorpe 856101, Ext. 238) to whom completed forms should be returned no later than 27th April, 1984 (f.s.a.e. please). (5561G) 110012

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
CHARING C.E. (AIDED) SCHOOL
Charing, Ashford, Kent
(Group 3, Roll 168)

Deputy Head Teacher required for September 1984.

Application form and further particulars available from the Headmaster.

Closing date 14th May 1984. (5580S) 110019

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
DEPUTY HEADSHIP
GREEN LANE PRIMARY SCHOOL
Green Lane, Worcester Park, Surrey
Group 4. 195 on roll (plus 19 nur)

Experienced teacher required for the post of DEPUTY HEAD commencing in September 1984, with ability to take responsibility in curriculum development. Vacancy due to promotion.

ST. MARY'S C. OF E. PRIMARY SCHOOL
Church Lane, Chessington, Surrey
(Voluntary Controlled)
Group 3 (Roll 253)

DEPUTY HEAD
A/Group 3

An experienced teacher, keen to assume responsibility and willing to teach a 3rd/4th year Junior children. Applicants are invited from September 1984. Ability to offer games, dance and swimming an advantage. Vacancy due to promotion. Applicants in sympathy with the teachings of C. of E. preferred.

London Allowance £645. Application forms, and further details, obtainable from the Director of Education and Recreation, Guildhall, Kingston upon Thames, Surrey, KT1 1EU. (S.A.E. please) to whom completed forms should be returned by 30th April, 1984. (5556H) 110012

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
ARBOURTHORNE MIDDLE SCHOOL
Arbourthorne Avenue, Sheffield S2 3GG

Required for September, 1984 a Deputy Headteacher for this Group 4 plus SPR School.

The person appointed will be an experienced teacher familiar with the needs of children from socially underprivileged area and with an understanding of the pastoral care necessary in such an area. Some balance in curriculum review and familiarity with modern technology will also be expected.

Application forms and further details are available from the Chief Education Officer (Teachers Division) to whom completed forms should be returned at PO Box 67, Town Hall, Sheffield S1 1BY by 1 May. (6761E) 110012

Scale 2 Posts and above

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
EASTBROOMHAM AND EASTBURY INFANTS
Dawson Avenue, Barking, Essex
Roll: 103)

Required from the Summer Term 1984 - An experienced class teacher with responsibility for Art, Craft, Display and the Library. Scale 2 (3 terms) Visits welcomed (01-594 4008).

London Addition £987 per annum. Reimbursement of removal expenses in approved cases.

MONTEAGLE JUNIOR SCHOOL
Monteagle Road, Dagenham, Essex RM8 1RS

Required for September 1984 - Enthusiastic and committed teacher to be responsible for music throughout the school. Scale 2 plus Inner London Weighting.

Reimbursement of removal expenses in approved cases.

Application forms for both the above posts available from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.). Closing date 26th April 1984. (6775S) 110020

BUCKINGHAMSHIRE
BUCKINGHAMSHIRE
Beaconsfield/Chiltern Area
PEER HEATH COUNTY MIDDLE SCHOOL
Head of Department for Children with Learning Difficulties.

See under Special Ed.: Heads of Department. (5986G)

Heads of Department

BUCKINGHAMSHIRE
BUCKINGHAMSHIRE
Beaconsfield/Chiltern Area
PEER HEATH COUNTY MIDDLE SCHOOL
Head of Department for Children with Learning Difficulties.

See under Special Ed.: Heads of Department. (5986G)

BUCKINGHAMSHIRE
BUCKINGHAMSHIRE
WATLING VALLEY COUNTY MIDDLE SCHOOL
Bailey Hill, Stratford, Milton Keynes MK11 1PA
Head of Department for Children with learning difficulties Scale 2.

Required for September 1984 and there is an opportunity to take charge of the newly established department and to assist in the integration of children with learning difficulties into mainstream education.

Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.

Application forms and further details available from C.A.C. Gunnyer, B.Sc., M.Ed., Education Officer, Watermead House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NW on receipt of s.a.e. Closing date 14th May 1984. (5564S) 110012

CAMBRIDGESHIRE
MILTON ROAD JUNIOR SCHOOL
Required for September experienced teacher to be responsible for MATHEMATICS throughout the school (Scale 2).

Application forms and details available from the Headteacher, Milton Road, Cambridge CB4 1UY. (Tel: 353241 evenings) by 1st May, 1984. (5781T) 110020

CAMBRIDGESHIRE
EDUCATION
CAMBRIDGE AREA
HISTON C.E. (C) PRIMARY SCHOOL
(Required from September for Juniors (main teacher (Scale 2) any area of curriculum responsibility considered.

Application forms available from Headteacher, Alpha Lane, Histon, Cambridge CB4 4LE returnable by 23rd April. (6728I) 110020

BARNET
LONDON BOROUGH
REQUIRED SEPTEMBER, 1984:-

MANORSIDE J.M.I. SCHOOL
Manorside Close, Church End, Finchley, N3 2AB
Roll 385

Teacher experienced in the infant age range who has an interest in Art. Scale 2 for suitable applicant.

REQUIRED AS SOON AS POSSIBLE:-

WESSEX GARDENS INFANTS' SCHOOL
Wessex Gardens, Golders Green, NW11 9RR
Roll 181

Experienced teacher for a lively vertically grouped class with many children from overseas. Scale 2 for language and library available for suitable candidate.

In approved cases assistance may be given towards the payment of removal expenses and separation allowances.

Application forms (s.a.e.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL to be returned to the Head Teacher by 20th April, 1984. (5556H) 110020

CAMBRIDGESHIRE
ST. ALBANS R.C. (A) PRIMARY SCHOOL
Histon Road, Cottenham (Scale 2)

Required for September 1984 with experience of Upper Juniors to be responsible for MATHEMATICS throughout the school. The successful candidate will also be required to develop Computer Studies. Applicants should be practising R.C.'s.

Application forms and details from the Headteacher St. Albans R.C. School, Histon Road, Cambridge CB4 1HE (s.a.e. please). Closing date 25th April 1984. (6581T) 110020

CAMBRIDGESHIRE
CAMBRIDGE AREA
SWAVESEY C.E. (C) PRIMARY SCHOOL
Required from September 1984 for this 2 form entry school, a Deputy Headteacher (Scale 3) who will be responsible for the organisation of the Infant Department. The successful applicant will be expected to take a full part in the life of the school and to contribute to the development of the curriculum.

Application forms and further details from the Headteacher, Swavesey, Cambridge CB4 5QU. (Tel: 0954 30271) to whom completed forms should be returned by 27th April. (6731I) 110018

DUDLEY
METROPOLITAN BOROUGH

WREN'S NEST PRIMARY
Foxglove Road, Nest Estate, Dudley, West Midlands DY1 3NG

(5 - 12 Group 6).

HOME AND SCHOOL LIAISON TEACHER (Scale 2) required September or earlier if possible, ability to work with parents in order to build up relationships with parents in this school priority area, to fulfil a part teaching and part home visiting role. Involvement with Associated Homes also required.

Application forms on receipt of SAE from Director of Education, Dudley, Wrens Nest, Dudley, West Midlands. Returnable by 27th April. (6767J) 110020

HAMPSHIRE
HYTHE COUNTY PRIMARY SCHOOL
Hythe, New Southampton (A35) 6½ miles
SCALE 3

Consultant - strong inclusive leader of Pyramid Phase. Organisational management skills. Music an advantage.

Required September 1984. Application and curriculum vitae together with name of Headteacher. (5744T) 110018

ST. HELENS
METROPOLITAN BOROUGH COUNCIL

COMMUNITY EDUCATION DEPARTMENT

THE MANOR C.E. (CONTROLLED) JUNIOR SCHOOL
Newton-le-Willows

(GROUP 3)

DEPUTY HEAD TEACHER

Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher with effect from September 1984.

Further details and application forms can be obtained from The Director of Education, Education Department, Gerard Street, Sutton, St. Helens, Merseyside WA10 1RN, to whom completed applications should be returned by Friday, 4th May, 1984. A stamped, addressed foolscap envelope required in all cases.

An Equal Opportunity Employer. (6724T) 110012

BUCKINGHAMSHIRE
ST MARY MAGDALENE RC COMBINED SCHOOL
Ardwell Lane, Greenleys, Milton Keynes

Group 6
Required for September 1984, an enthusiastic teacher to take responsibility in this new school for the development of Science in the Upper School Department on some Curriculum Lines, Scale 3.

The governors would welcome applications from practising Catholics.

Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.

Application forms and further details available from C.A.C. Gunnyer, B.Sc., M.Ed., Education Officer, Watermead House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NW on receipt of s.a.e. Closing date 14th May 1984. (5564S) 110012

BUCKINGHAMSHIRE
ST MARY MAGDALENE RC COMBINED SCHOOL
Ardwell Lane, Greenleys, Milton Keynes

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Application forms and further details available from C.A.C. Gunnyer, B.Sc., M.Ed., Education Officer, Watermead House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NW on receipt of s.a.e. Closing date 14th May 1984. (5564S) 110012

BARNET
LONDON BOROUGH
REQUIRED SEPTEMBER, 1984:-

MANORSIDE J.M.I. SCHOOL
Manorside Close, Church End, Finchley, N3 2AB
Roll 385

Teacher experienced in the infant age range who has an interest in Art. Scale 2 for suitable applicant.

REQUIRED AS SOON AS POSSIBLE:-

WESSEX GARDENS INFANTS' SCHOOL
Wessex Gardens, Golders Green, NW11 9RR
Roll 181

Experienced teacher for a lively vertically grouped class with many children from overseas. Scale 2 for language and library available for suitable candidate.

In approved cases assistance may be given towards the payment of removal expenses and separation allowances.

Application forms (s.a.e.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL to be returned to the Head Teacher by 20th April, 1984. (5556H) 110020

HAMPSHIRE
HYTHE COUNTY PRIMARY SCHOOL
Hythe, New Southampton (A35) 6½ miles
SCALE 3

Consultant - strong inclusive leader of Pyramid Phase. Organisational management skills. Music an advantage.

Required September 1984. Application and curriculum vitae together with name of Headteacher. (5744T) 110018

NEWHAM
LONDON BOROUGH OF NEWHAM
ST MICHAEL'S R.C. J.M. & I. SCHOOL
Arthur Road, London E6 4EF
Head Teacher: Miss R. Dooks
Number on roll: 197
INFANT TEACHER Scale 2
Required September 1984.

Experienced Infants' Teacher willing to assist with curriculum development. Applicants should outline areas of interest and strengths, and should be facilitators in a generally happy team of teachers and Catholic parents.

Visits welcomed. Tel: 01-475 3564.

London Allowance: £987.

Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 27th April. Education Offices, 379/383 High Street, Stratford, E15 4RD.

An Equal Opportunity Employer. (5588J) 110020

NEWHAM
LONDON BOROUGH OF NEWHAM
HALLSVILLE JUNIOR SCHOOL
Radland Road, London E16

Head Teacher: Mrs. H.D. Nunes
Number on roll: 249
Library and Resources Teacher
Required: SEPTEMBER 1984.

Enthusiastic teacher with responsibility for Library and Resources. Enthusiastic about parental involvement.

LONDON ALLOWANCE £987 plus Social Priority Allowance.

Application forms (s.a.e. please) available from Director of Education to whom completed forms should be returned by 24th April 1984.

Education Offices, 379/383 High Street, Stratford, E15 4RD.

An Equal Opportunity Employer. (5597I) 110020

NEWHAM
LONDON BOROUGH OF NEWHAM
ROSETTA JUNIOR SCHOOL
Sophia Road, London E16 3PS

Head Teacher: Mrs. Britton
Number on roll: 258
MATHEMATICS
Scale 2

Required: September 1984.

An enthusiastic teacher to be responsible for continuing the existing teaching and monitoring programme throughout the school. Applicants with an interest in an integrated studies approach preferred.

Visits welcome Tel: 01-476 2006.

LONDON ALLOWANCE £987 plus Social Priority Allowance.

Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 24th April, 1984. Education Offices, 379/383 High Street, Stratford, E15 4RD.

An Equal Opportunity Employer. (5597I) 110020

NEWHAM
LONDON BOROUGH OF NEWHAM
CANTERBURY C. OF E. (AIDED) PRIMARY SCHOOL
St. Philip Road, E6 2JW
Head Teacher: Mrs. Herne Bay

ASSISTANT Teacher for Juniors required for September, 1984. Scale 2 post available for teacher able to accept responsibility for Boys' Physical Education and Games. Practising Anglican preferred.

Letters of application to the Head Teacher at the school in Avenue Road, Herne Bay (s.a.e. for further details please). (5585W) 110020

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

QUEEN'S C.E. (VOLUNTARY AIDED) JUNIOR SCHOOL
Cumberland Road, Kew, Surrey TW9 3HJ

Required for September 1984 an experienced and enthusiastic class teacher. The successful applicant will make a major contribution to the further development of integrated studies, work and accompanying resources. An ability to work with parents would be advantageous. A Scale 2 post is available, plus £645 Outer London Allowance p.a. Preference may be given to a practising Christian commitment who would support the ethos of a church school.

Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school by 27th April, 1984. (5967I) 110020

WILTSHIRE
Please see display advertisement on Page 51. (5578J) 110020

Scale 1 Posts

BARNET
LONDON BOROUGH
REQUIRED SEPTEMBER, 1984:-

ST. PAUL'S C.E. J.M.I. AND INFANT SCHOOL
The Avenue, Friern Barnet, N11 1NL
Roll 193

Part-time Class Teacher Scale 1. Practising Anglican with strong Church links preferred. Please state special interests.

In approved cases assistance may be given towards the payment of removal expenses and separation allowances.

Apply by letter in first instance stating qualifications and experience and enclosing stamped addressed envelope to the Clerk to the Governors, The Rev. C. Cox, The Vicarage, Woodside Road, N22 5JN by 4th May, 1984. (5366G)

ESSEX
ST. THOMAS OF CANTERBURY C. OF E. (AIDED) INFANT SCHOOL
Rayleigh Hall Lane, Brentwood
(Roll 360)
Tel: Brentwood 225505

INFANT TEACHER, Scale 1
Required September 1984.

An enthusiastic and well organised teacher, communicant preferred, pianist welcomed. Closing date: 2nd May, 1984.

Application forms available from Headteacher at the school (foolscap s.a.e. please). (6717J) 110084

GHANA AND SIERRA LEONE
Primary teachers are needed to work overseas in teacher-training for two years from August, 1984.

For details of terms and conditions of service, see VSO advert in Overseas Section. (6532S)

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

WILTSHIRE
Please see display advertisement on Page 51. (5578J) 110020

Scale 1 Posts

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REQUIRED SEPTEMBER, 1984:-

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Apply by letter in first instance stating qualifications and experience and enclosing stamped addressed envelope to the Clerk to the Governors, The Rev. C. Cox, The Vicarage, Woodside Road, N22 5JN by 4th May, 1984. (5366G)

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Rayleigh Hall Lane, Brentwood
(Roll 360)
Tel: Brentwood 225505

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Application forms available from Headteacher at the school (foolscap s.a.e. please). (6717J) 110084

GHANA AND SIERRA LEONE
Primary teachers are needed to work overseas in teacher-training for two years from August, 1984.

For details of terms and conditions of service, see VSO advert in Overseas Section. (6532S)

Urgently required for the Summer Term 1984:

Primary Trained Assistant Teachers

to fill temporary one-term vacancies at the following schools:

Eastbury Infants' Dawson Avenue, Barking. Tel: 01-594 4008.
Northbury Infants', North Street, Barking. Tel: 01-594 4015.
Village Infants', Ford Road, Dagenham. Tel: 01-592 0410.
Language Unit, Rear of Station Parade, Barking. Tel: 01-594 9830.

Scale 1 posts suitable for probationers.

Apply in writing immediately to:
The Chief Education Officer, Town Hall, Barking, Essex, giving full curriculum vitae.

(9984)

Barking & Dagenham
LONDON BOROUGH

NEWHAM
LONDON BOROUGH OF NEWHAM
CANNING PRIMARY SCHOOL
Canning Road, London E15

Head Teacher: Mrs. G. Simpson
Number on roll: 185 plus 60 part-time nursery children

INFANT TEACHER Scale 2
Required September 1984.

An experienced and enthusiastic teacher committed to multi-cultural education and parental involvement.

Visits welcomed. Tel: 01-534 4759.

London Allowance: £987 plus Social Priority Allowance.

Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 25th April, 1984.

Education Offices, 379/383 High Street, Stratford, E15 4RD.

An Equal Opportunity Employer. (5587J) 110020

NEWHAM
LONDON BOROUGH OF NEWHAM
HALLSVILLE JUNIOR SCHOOL
Radland Road, London E16

Head Teacher: Mrs. H.D. Nunes
Number on roll: 249
Library and Resources Teacher
Required: SEPTEMBER 1984.

Enthusiastic teacher with responsibility for Library and Resources. Enthusiastic about parental involvement.

LONDON ALLOWANCE £987 plus Social Priority Allowance.

Application forms (s.a.e. please) available from Director of Education to whom completed forms should be returned by 24th April 1984.

Education Offices, 379/383 High Street, Stratford, E15 4RD.

An Equal Opportunity Employer. (5597I) 110020

NEWHAM
LONDON BOROUGH OF NEWHAM
ROSETTA JUNIOR SCHOOL
Sophia Road, London E16 3PS

Head Teacher: Mrs. Britton
Number on roll: 258
MATHEMATICS
Scale 2

Required: September 1984.

An enthusiastic teacher to be responsible for continuing the existing teaching and monitoring programme throughout the school. Applicants with an interest in an integrated studies approach preferred.

Visits welcome Tel: 01-476 2006.

LONDON ALLOWANCE £987 plus Social Priority Allowance.

Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 24th April, 1984. Education Offices, 379/383 High Street, Stratford, E15 4RD.

An Equal Opportunity Employer. (5597I) 110020

NEWHAM
LONDON BOROUGH OF NEWHAM
CANTERBURY C. OF E. (AIDED) PRIMARY SCHOOL
St. Philip Road, E6 2JW
Head Teacher: Mrs. Herne Bay

ASSISTANT Teacher for Juniors required for September, 1984. Scale 2 post available for teacher able to accept responsibility for Boys' Physical Education and Games. Practising Anglican preferred.

Letters of application to the Head Teacher at the school in Avenue Road, Herne Bay (s.a.e. for further details please). (5585W) 110020

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

QUEEN'S C.E. (VOLUNTARY AIDED) JUNIOR SCHOOL
Cumberland Road, Kew, Surrey TW9 3HJ

Required for September 1984 an experienced and enthusiastic class teacher. The successful applicant will make a major contribution to the further development of integrated studies, work and accompanying resources. An ability to work with parents would be advantageous. A Scale 2 post is available, plus £645 Outer London Allowance p.a. Preference may be given to a practising Christian commitment who would support the ethos of a church school.

Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school by 27th April, 1984. (5967I) 110020

WILTSHIRE
Please see display advertisement on Page 51. (5578J) 110020

Scale 1 Posts

BARNET
LONDON BOROUGH
REQUIRED SEPTEMBER, 1984:-

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The Avenue, Friern Barnet, N11 1NL
Roll 193

Part-time Class Teacher Scale 1. Practising Anglican with strong Church links preferred. Please state special interests.

In approved cases assistance may be given towards the payment of removal expenses and separation allowances.

Apply by letter in first instance stating qualifications and experience and enclosing stamped addressed envelope to the Clerk to the Governors, The Rev. C. Cox, The Vicarage, Woodside Road, N22 5JN by 4th May, 1984. (5366G)

ESSEX
ST. THOMAS OF CANTERBURY C. OF E. (AIDED) INFANT SCHOOL
Rayleigh Hall Lane, Brentwood
(Roll 360)
Tel: Brentwood 225505

INFANT TEACHER, Scale 1
Required September 1984.

An enthusiastic and well organised teacher, communicant preferred, pianist welcomed. Closing date: 2nd May, 1984.

Application forms available from Headteacher at the school (foolscap s.a.e. please). (6717J) 110084

GHANA AND SIERRA LEONE
Primary teachers are needed to work overseas in teacher-training for two years from August, 1984.

For details of terms and conditions of service, see VSO advert in Overseas Section. (6532S)

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

WILTSHIRE
Please see display advertisement on Page 51. (5578J) 110020

NEWHAM
LONDON BOROUGH OF NEWHAM
CANNING PRIMARY SCHOOL
Canning Road, London E15

Head Teacher: Mrs. G. Simpson
Number on roll: 185 plus 60 part-time nursery children

INFANT TEACHER Scale 2
Required September 1984.

An experienced and enthusiastic teacher committed to multi-cultural education and parental involvement.

Visits welcomed. Tel: 01-534 4759.

London Allowance: £987 plus Social Priority Allowance.

Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 25th April, 1984.

Education Offices, 379/383 High Street, Stratford, E15 4RD.

An Equal Opportunity Employer. (5587J) 110020

NEWHAM
LONDON BOROUGH OF NEWHAM
SWEYN PARK SCHOOL
Rutland Road, London E16

Head Teacher: Mrs. H.D. Nunes
Number on roll: 249
Library and Resources Teacher
Required: SEPTEMBER 1984.

Enthusiastic teacher with responsibility for Library and Resources. Enthusiastic about parental involvement.

LONDON ALLOWANCE £987 plus Social Priority Allowance.

Application forms (s.a.e. please) available from Director of Education to whom completed forms should be returned by 24th April 1984.

Education Offices, 379/383 High Street, Stratford, E15 4RD.

An Equal Opportunity Employer. (5597I) 110020

NEWHAM
LONDON BOROUGH OF NEWHAM
ROSETTA JUNIOR SCHOOL
Sophia Road, London E16 3PS

Head Teacher: Mrs. Britton
Number on roll: 258
MATHEMATICS
Scale 2

Required: September 1984.

An enthusiastic teacher to be responsible for continuing the existing teaching and monitoring programme throughout the school. Applicants with an interest in an integrated studies approach preferred.

Visits welcome Tel: 01-476 2006.

LONDON ALLO

SECONDARY HEADSHIPS
continued

WALSALL
METROPOLITAN BOROUGH
RECREATION COMMITTEE
LEAD TEACHER
(Group 13)
T.F. RILEY
COMPREHENSIVE SCHOOL
Blakenall, Walsall, Wednesbury
is a mixed 11 to 18 Community Comprehensive School with 1,631 pupils and has an extensive 6th form provision. Applicants must be suitably qualified and experienced, this post is tenable from September, 1984.
Application forms and further details are available, on receipt of an S.A.E. from the: Director of Education, Civic Centre, Darlaston, St., Walsall WS1 1DG. Closing date seventeen days from the date of this advertisement.
Walsall M.B.C. is an equal opportunity employer
(615845) 130010

Deputy Headships
Second Masters/
Mistresses

BUCKINGHAMSHIRE
COUNTY COUNCIL
GERRARDS CROSS
SECONDARY SCHOOL
Wandover Way, Gerrards Cross, Bucks. (Tel: 7811)
Applications invited for the post of DEPUTY HEADTEACHER (GIRLS) IN THE SIXTH FORM for SEPTEMBER 1984.
Group 4
Roll: 1147
Assistance with removal expenses is given in approved cases.
Application form and further details (S.A.E.) from, and to be returned to, Education Officer, Exchange Street, Aylesbury, Bucks. HP20 1UU.
CLOSING DATE 27 April 1984. (35304) 130012

CAMBRIDGESHIRE
BASSINGBOURN VILLAGE COLLEGE
Required for September DEPUTY HEADTEACHER of this Group 8 school (roll 950).
Application forms and details from the Warden, Village College, Bassingbourn, Royston, Herts. SG8 5JP (S.A.E. please). Returnable by 4th May. (67380) 130012

CROYDON
LONDON BOROUGH OF CROYDON
ST. MARY'S R.C. Woburn Road, Croydon
Tel: 01-686 5837/9
DEPUTY HEADSHIP
The Governors of St. Mary's High School Croydon invite applications from suitably qualified and experienced teachers for the undermentioned appointment.
A Deputy Head is required for this mixed 11 - 18 catholic comprehensive school as a member of the senior management team.
The responsibilities of the present Deputy include pastoral staff induction, Student Guidance, Administration of Project System, oversight of Girl's welfare and discipline as well as day to day administration tasks. Those could be varied for the successful candidate who will be a practising catholic.
Salary Burnham Scale, Deputy Head Group 10 with London Area Allowance.
Application forms are obtainable from the Headmaster (please send S.A.E.) and the forms should be returned direct to the Headmaster within 10 days of the appearance of this advertisement. (35676)

CUMBRIA
COUNTY COUNCIL
KIRKBY STEPHEN GRAMMAR SCHOOL
Christian Head, Kirkby Stephen, CA17 4HA
(11 - 18 years mixed rural comprehensive - 450 on roll)
Required for September 1984 a Deputy Head for this Group 8 school.
Application forms and further details from the Head to whom completed forms should be returned by 30th April 1984 (see please). (35610) 130013

DORSET
ST. PETER'S SCHOOL
St. Catherine's Road, Bournemouth BH6 4AH
(R.C. Co-educational Comprehensive: age range 11 - 18: 1250 on roll including 280 in the Sixth Form)
Required for September, 1984 a Deputy Head Teacher for the Group 12 school.
Applications are invited from suitably qualified and experienced teachers who should note that, while experience of Pastoral work will be required, all applicants will be considered among other responsibilities, to oversee the pastoral care of the girls.
The Governors wish to appoint a practising Roman Catholic.
THIS IS A READVERTISEMENT AND PREVIOUS APPLICANTS ARE STILL UNDER CONSIDERATION.
Application forms and further details on receipt of S.A.E. from the Headmaster. (Closing date 30th April, 1984). (35815) 130013

DUDLEY
METROPOLITAN BOROUGH
WINDSOR HIGH SCHOOL
Windsor Street, Halesowen, West Mids.
(Tel: 0384 63333)
(12 - 16 co-ed. comp. Group 10)
Well qualified and experienced teacher required for SECOND MASTER/MISTRESS (Deputy Headmaster) for September, in this developing comprehensive school. Successful applicant will join senior management team with special responsibility for curriculum, and for coordinating school pastoral system; other responsibilities will be allocated according to interests and ability of person appointed.
Application forms on receipt of SAE from Director of Education, P.O. Box 41, Dudley, West Midlands. Returnable by 4th May. (67670) 130012

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
EARL MARSHAL SCHOOL
East Marshal Road, Sheffield S4 8LA
An assistant headteacher is required for September, 1984 for this Group 10 plus SPA School. Candidates should possess their special interests.
Further particulars and application forms are available from the Headteacher at the above address, to whom completed forms should be returned by 29 April. (67675) 130013

ENFIELD
LONDON BOROUGH OF ENFIELD
CHASE SCHOOL
Parsonage Lane, Enfield, Middx. EN2 7SG
Girls' Comprehensive. Roll 760
Required for September 1984, a SENIOR TEACHER.
The main responsibilities of this post at present will be in the assessments in the school both internal and external and to some other important administrative tasks.
The post might change significantly in view of the proposed reorganisation of the school.
Candidates should be able to show a proven ability in teaching their own subject and also experience in some wide aspects of the life of the school.
London Allowance £645. Consideration given to assistance with removal expenses in approved cases.
Further details on receipt of S.A.E. from the Headmaster. (Closing date 30th April, 1984). (35815) 130013

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
MALET LAMBERT HIGH SCHOOL
James Reckett Avenue, Hull (Head: J. Andrews, B.Sc.)
Required from September, a DEPUTY HEAD TEACHER, to be responsible for curriculum and staff development, in the Group 11, 13-18 co-educational comprehensive school.
Application forms and further details are obtainable from the above School, to whom completed forms should be returned by 4th May. (67812) 130012

HUMBERSIDE
EDUCATION DEPARTMENT
EARL SHILTON HIGH SCHOOL
BEVERLEY GRAMMAR SCHOOL
Queensgate, Beverley HU17 8HE
(6 form entry boys' 11 - 18 comprehensive. N.O.R. 600)
SECOND MASTER/MISTRESS (GROUP 9)
Required for September, 1984.
Application forms and further details are available from the Head of the school (S.A.E. please) to whom completed forms should be returned by 30th April, 1984. (35817) 130012

KENT
CRANBROOK SCHOOL
Kent
Has a vacancy for a DEPUTY HEAD (Group 12) to work with the Vice-Master in the running of this 13 - 18 co-educational Voluntary Aided Upper School. All pupils follow courses to O. and A. Level, and there is a Sixth Form of 280. There are 300 boarders (if desired, free accommodation is available) and, in turn for assistance with the boarding side, which has been in charge of a lady, has been in charge of a lady, has been in charge of timetable and supervision. Applications from those with curriculum experience will be welcomed. Roles within the senior team are flexible.
Please write or telephone the Headmaster's Secretary at Cranbrook School, Watergate Road, Cranbrook, Kent, TN17 3JD, (phone 0580 712554) for further details as soon as possible. (35784) 130012

NORFOLK
GAYWOOD PARK HIGH SCHOOL
Queen Mary Road, King's Lynn PE30 4QG
Roll: 1365 Mixed (Group 12) 11 - 18 years
Required September, 1984 - Second Master/Mistress - the major responsibility being the overall welfare and discipline of all pupils.
Application forms and further particulars (s.a.e. please) are obtainable from the Headmaster to whom completed forms should be returned by the 27th April, 1984. (67692) 130012

NORTHUMBERLAND
QUEEN ELIZABETH HIGH SCHOOL
Group 13, 13 - 18 Comp.
1,060 pupils inc. 260 in 6th Form
Required from September 1984 DEPUTY HEAD to join Senior Management Team of large Community School. Post offers wide range of responsibilities and applicants should detail aspects of curriculum in which they are particular interested.
Application forms, returnable 4.5.1984, send foolscap sae to Rona Whetstone Head, Queen's Road, Hexham NE46 3JB. In interest of economy and successful applications not receive further notification. If no reply is received by 15.6.1984 you should assume your applications has been unsuccessful. (35677) 130012

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
THE GORDON SCHOOL
Lower Higham Road, Chalk, Gravesend, Kent
SECOND MASTER/MISTRESS
Deputy Head Scale, Group 10
Applications are invited from suitably qualified and experienced graduates for the above post from September, 1984.
This 11 - 17 mixed school of 1,200 is the Thamside Schools Scheme. There is a comprehensive intake at 11 plus with selection for grammar school at 13 plus of 25% top.
Application form and further details, 18.A.S., from the Headmaster, please, enclosing foolscap s.a.e.
Closing date 4th May 1984.

SWALE DIVISION
ROWENA HIGH SCHOOL
Tom Gillis
Swanstree Avenue, Sittingbourne ME10 4NL
Group 9. (11 - 17 years. Roll 1300)
DEPUTY HEAD required for September 1984 due to promotion of present holder. Applicants should have the qualities, experience and expertise necessary to undertake wide-ranging and responsibilities. Considerable organisational ability, imagination and initiative will be required.
Application forms and further details available from the Divisional Education Officer, County Offices, Avenue of Remembrance, Sittingbourne ME10 4DD S.A.E. please. Closing date 11th April 1984.

ASHFORD DIVISION
THE HOMELANDS FOR GIRLS
Essella Road, Ashford
Roll: 980
SECONDARY DEPUTY (GROUP 10)
REQUIRED FOR SEPTEMBER 1984
Applications are invited from experienced and enthusiastic teachers to join a highly motivated team of three, with particular responsibility for pastoral aspects of the curriculum. Initially, An interest in a wide field of curriculum development is essential.
Further details and application forms (s.a.e.) available from the Divisional Education Officer, Elwick Road, Ashford. Application forms and supporting letters to be returned by Friday 27th April. (35897)

Remedial Posts
Heads of Department

BUCKINGHAMSHIRE
COUNTY COUNCIL
THE MILTON KEYNES AREA
MILTON KEYNES SPECIAL UNIT
Silver Road, Bletchley, Milton Keynes
SCO-SCALE 2 FOR - SCALE 4
Applications are invited for the post of Deputy Leader of the Manor Road Secondary Tutorial Unit. This Unit caters for pupils with behaviour difficulties who attend secondary schools in Milton Keynes. The co-ordinator will be expected to assist in the work of the unit and to liaise closely with other agencies in support and supplement the work undertaken by the Units in the referring schools.
Experience of working with children with behaviour difficulties is essential for this post.
Assistance with removal expenses and/or housing may be available in approved cases, by way of a wide range of housing to buy in the area.
Application forms and further details available from the Education Officer, I.A. Glennaver, B.Sc., M.Ed., Milton Keynes Area Education Office, Silverstone House, Stratford Road, Wolverton MK12 5HS, Milton Keynes MK12 5NY on receipt of a foolscap stamped addressed envelope. (67186) 131018

NORTHAMPTONSHIRE
THOMAS BECKET RC UPPER SCHOOL
Kettering Road North, Northampton NN3 6JP
REQUIRER FOR SEPTEMBER 1984.
An experienced teacher, Scale 3 to take responsibility for the learning Support Department and awareness of pupil assessment and methods and monitoring of progress is essential and the ability to work with colleagues at all levels across the curriculum in the development of teaching materials is required.
Thomas Becket School is a coeducational comprehensive school of 870 pupils with 170 in the Sixth Form.
Letters of application to the Headmaster as soon as possible from whom further details of the post are available (SAE 13101S (67543)

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
BASIC SKILLS SUPPORT TEAM
CO-ORDINATOR - HEAD TEACHER GROUP 12
Applications are invited from suitably experienced and qualified teachers to lead a large team providing support for school's particular in reading. The Service provides long and short term help for teachers, conducts annual surveys of literacy levels and engages in research and advice with regard to children with special needs. Applicants must demonstrate a thorough knowledge of current good practice in this area and good organisational ability.
Application forms and further details are available from the Education Department, Civic Centre, St. Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE please). (67777)
Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy. (35962) 131018

SUFFOLK
COUNTY COUNCIL
NORTHGATE HIGH SCHOOL
Northgate Lane, Ipswich IP4 3DL
(11 - 18 mixed comprehensive roll 1550 with 300 in the Sixth Form)
From September 1984 there will be at least one vacancy in the Senior Management Team at this large and developing comprehensive school. The responsibilities and job title will depend on re-organisation at present under discussion within the team but remuneration will be to the level of DEPUTY HEAD in a GROUP 9 school.
Applications are sought from candidates with the experience and qualifications required for a post at this level.
Application forms and further details are obtainable from the Headmaster at the address below (S.A.E. please. Completed forms to be returned within 14 days of this advertisement. (35962) 131018

By Subject Classification

Arts and Design

Scale 1 Posts

BARNET
LONDON BOROUGH
EALING BARNET COUNTY SCHOOL
Hemington Avenue, Friern Barnet, N11 3EX
Tel: 01-368 8771
Mixed Comprehensive. Roll 567. 11 - 16. Linked with a Sixth Form College.
Required SUMMER TERM, 1984, only, qualified temporary teacher of Art, Scale 2.
Apply in writing to Head Teacher with full c.v. and names of two referees.
Director of Educational Services. (67225) 131022

CUMBRIA
COUNTY COUNCIL
WYNDHAM SCHOOL
Egremont, Cumbria CA22 2DD
(11 - 19 Mixed Comprehensive, NOR 1215 inc. 300 in Sixth Form)
Required for 1.9.1984, an Assistant Teacher of Art, to join team of 3 teachers working in two rooms of specialist rooms. The ability to offer a 2nd subject would be an advantage. Scale 1 or 2.
Further details and application forms (see please). from the Head to whom they should be returned by 30th April, 1984. (67276) 131022

CUMBRIA
COUNTY COUNCIL
WYNDHAM SCHOOL
Egremont, Cumbria CA22 2DD
(11 - 19 Mixed Comprehensive, NOR 1215 inc. 300 in Sixth Form)
Required for 1.9.1984, an Assistant Teacher of Art, to join team of 3 teachers working in two rooms of specialist rooms. The ability to offer a 2nd subject would be an advantage. Scale 1 or 2.
Further details and application forms (see please). from the Head to whom they should be returned by 30th April, 1984. (67276) 131022

ESSEX
THE HARWICH SCHOOL
Hall Lane, Dovercourt, Harwich
(Roll 1500; Group 12 - 11 - 18 years)
Tel: Harwich 6279
SPECIAL EDUCATION, Scale 2
Required September to specialise with less-able particularly in Mathematics. Importantly significant in school in staff development.
Candidates' titles and names of two referees to Headteacher (foolscap s.a.e. please).

STANWAY COMPREHENSIVE SCHOOL
Straight Road, Stanway, Colchester
(Roll 1300)
Tel: Col. 575488
TEACHER - REMEDIAL PUPILS, Scale 2
Required September to join Remedial Department. Applications are invited from well qualified and experienced teachers, able to co-ordinate remedial teaching in the different subject departments, to provide support to pupils in need of remedial help and to work with small groups as required.
Application forms and further details available from the Headteacher (foolscap s.a.e. please). (35878) 131020

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DYBURY MANOR SCHOOL
REMEDIAL TEACHER
(SCALE 2)
Required for September an experienced teacher, qualified in diagnostic techniques and curriculum approaches to assist in the testing of pupils and the development of teaching material in the Remedial Department. This is a strongly developing department which is closely integrated into the educational life of the school. Ability to offer remedial number work will be an advantage.
Application forms are available from Mr. J.C. Rowland, Manor School, Marlborough Road, Gillingham, Kent (s.a.e. please). (35890) 131020

ESSEX
THE HARWICH SCHOOL
Hall Lane, Dovercourt, Harwich
(Roll 1500; Group 12 - 11 - 18 years)
Tel: Harwich 6279
SPECIAL EDUCATION, Scale 2
Required September to specialise with less-able particularly in Mathematics. Importantly significant in school in staff development.
Candidates' titles and names of two referees to Headteacher (foolscap s.a.e. please).

STANWAY COMPREHENSIVE SCHOOL
Straight Road, Stanway, Colchester
(Roll 1300)
Tel: Col. 575488
TEACHER - REMEDIAL PUPILS, Scale 2
Required September to join Remedial Department. Applications are invited from well qualified and experienced teachers, able to co-ordinate remedial teaching in the different subject departments, to provide support to pupils in need of remedial help and to work with small groups as required.
Application forms and further details available from the Headteacher (foolscap s.a.e. please). (35878) 131020

ISLE OF MAN
BOARD OF EDUCATION
CASTLE RUSHEN HIGH SCHOOL
(Co-Ed Comprehensive - 880 on roll)
Required for September 1984, teacher of Art, Scale 1, with a special interest in graphic design, to teach throughout the age and ability range.
Application forms and further details can be obtained, on receipt of a self-addressed envelope, from the Headmaster. Castle Rushen High School, Castletown, Isle of Man to whom completed forms should be returned by 30th April, 1984. (646789) 131022

Scale 2 Posts and above

ESSEX
THE HARWICH SCHOOL
Hall Lane, Dovercourt, Harwich
(Roll 1500; Group 12 - 11 - 18 years)
Tel: Harwich 6279
SPECIAL EDUCATION, Scale 2
Required September to specialise with less-able particularly in Mathematics. Importantly significant in school in staff development.
Candidates' titles and names of two referees to Headteacher (foolscap s.a.e. please).

STANWAY COMPREHENSIVE SCHOOL
Straight Road, Stanway, Colchester
(Roll 1300)
Tel: Col. 575488
TEACHER - REMEDIAL PUPILS, Scale 2
Required September to join Remedial Department. Applications are invited from well qualified and experienced teachers, able to co-ordinate remedial teaching in the different subject departments, to provide support to pupils in need of remedial help and to work with small groups as required.
Application forms and further details available from the Headteacher (foolscap s.a.e. please). (35878) 131020

BRADFORD
CITY OF BRADFORD
METROPOLITAN COUNCIL
ASHWOOD GRAMMAR SCHOOL
(A 13 - 18 Comprehensive, 1017 on Roll, 165 in Sixth Form)
Required for September 1984, A Teacher of ART, Scale 1, (temporary during Maternity Leave of post-holder). A graduate with teaching ability but certificated teachers will be considered. Newly qualified teachers are welcome to apply for this post in this busy but well established school offering excellent all-round facilities and attractive surroundings. The Department is well staffed at all levels of ability up to A & S 'A' Level which is unique in a 'comprehensive' of local Upper Schools). It is expected that the successful candidate will contribute to the flourishing extra-curricular activities in the school.
Further details and application forms may be obtained from the Director of Personnel Office, 4 Floor, Provincial House, Market Street, Bradford BD1 1NP. Completed forms should be returned to the Headteacher, Nab Wood Grammar School, Nab Wood New Road, Shipley, West Yorkshire BD18 4TZ by 27 April 1984.
Reference ET 87084/Pro
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability unless otherwise stated. (35947) 131022

ESSEX
WILLIAM DE FERRERS SCHOOL
Trinity Square, South Woodham Ferrers CM3 5JU
(Roll 410)
Tel: Maldon 3255555
TEACHER OF ART, Scale 1
Required for September 1984, qualified teacher to take in a developing comprehensive school (11 - 16 years, extendable). A temporary post of General Subjects with experience in teaching Art, Home Economics and Much of the timetable will be in the Art Block, Courses are and will include teaching art to all pupils in the Team of three. Home Economics and Textiles Teaching groups with the Head of Department. The Art Specialist element will be between a quarter and a third of the timetable, the rest of which will be defined more closely possible to match the strengths of the successful applicant.
Apply to the Headteacher within 4 weeks of the appearance of this advertisement.
Form (and details of courses) from the Headmaster (S.A.E.) returnable as soon as possible. (67727) 131922

OXFORDSHIRE
BANBURY SCHOOL
Ruskin Road, Banbury OX16 9HY
(General Comprehensive, 1200 pupils in 5 Halls, 11 - 16 years, 6th form and FE Centre 18 - 19)
Required for September 1984, a teacher of ART able to teach across the whole secondary age range. A special strength in Printmaking or Carving or Painting is sought. There would also be opportunities to contribute to Design disciplines.
New entrants to teaching would have the additional benefit of a well-established professional scheme.
Apply to the Principal giving details of qualifications and experience together with names of two referees, within fourteen days of this advertisement. (67301) 131922

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
HECKMONDWIKE GRAMMAR SCHOOL
High Street, Heckmondwike WF16 0AH
Ref: 486
Required for the 1984/5 academic year in this 3 form entry mixed secondary school, a temporary teacher of ART and HOME ECONOMICS, SCALE 1 during the secondment of a member of staff.
Details and application giving curriculum vitae and the names and addresses of two referees to the Head Teacher at the school as soon as possible. (35681) 131922

NORTHAMPTONSHIRE
RAUNDS MANOR SCHOOL
Park Street, Raunds, Wellingborough, Northants. NN9 6ND
ASSISTANT TEACHER OF ART, SCALE 1
Required for September in this small rural 11 - 16 comprehensive. A full range of courses, including the possibility of A-level work, is available for a suitable applicant.
Further information and details from the Headmaster (SAE please). (35958) 131222

OXFORDSHIRE
COUNTY COUNCIL
THE CHERWELL SCHOOL
Marston Ferry Road, Oxford OX2 7EE
Group 10 Mixed Comprehensive n.o.r. 650.
TEACHER OF ART, Scale 1
Required for September 1984, qualified teacher to take in a developing comprehensive school (11 - 16 years, extendable). A temporary post of General Subjects with experience in teaching Art, Home Economics and Much of the timetable will be in the Art Block, Courses are and will include teaching art to all pupils in the Team of three. Home Economics and Textiles Teaching groups with the Head of Department. The Art Specialist element will be between a quarter and a third of the timetable, the rest of which will be defined more closely possible to match the strengths of the successful applicant.
Application forms and further details obtainable from the Head at the school (s.a.e. please). Completed forms to be returned as soon as possible, closing date 4th May. (35888) 131450

GLOUCESTERSHIRE
KINGSHILL SCHOOL
Cirencester
Required for September, Teacher of Textiles/Art (Scale 1) required at this small rural comprehensive with a wide variety of work from Junior classes up to Sixth Form.
Form (and details) from the Headmaster (S.A.E.) returnable as soon as possible. (67727) 131922

HUMBERSIDE
EDUCATION COMMITTEE
PRIMARY DIVISION
LINDSEY HOUSE
Grainsby Avenue, Cleethorpes
Required for September 1984:
Applications are invited for the post of TEMPORARY ASSISTANT ART ADVISER. A successful candidate will be able to teach across the whole age range of primary pupils, showing a special strength in Printmaking or Carving or Painting is sought. There would also be opportunities to contribute to Design disciplines.
New entrants to teaching would have the additional benefit of a well-established professional scheme.
Apply to the Principal giving details of qualifications and experience together with names of two referees, within fourteen days of this advertisement. (67301) 131922

Scale 2 Posts and above

NORTH YORKSHIRE
COUNTY COUNCIL
NORTON SCHOOL
Langton Road, Norton YO17 9PP
(11 - 16 rural comprehensive, 750 on roll)
Required for September 1984 a HEAD OF CAREERS, Scale 2 with the charge of a programme of Careers teaching within the school and to contribute to the non examination pupils Living Course for Years 4 and 5. Some subject teaching will also be required. Please state academic qualifications when applying.
Further details and application forms available from the Headmistress (s.a.e. please). (35944) 131418

Scale 2 Posts and above

SUFFOLK
COUNTY COUNCIL
HOLBROOK HIGH SCHOOL
Holbrook, Ipswich IP8 2QX
(11 - 16 mixed comprehensive roll 344)
TEACHER IN CHARGE OF CAREERS EDUCATION/GUIDANCE, Scale 2
Required September 1984: teacher to take full responsibility for all aspects of careers education and to work with teams of tutors in the development of a guidance programme for senior pupils.
Application forms and further details obtainable from the Head at the school (s.a.e. please). Completed forms to be returned as soon as possible, closing date 4th May. (35888) 131450

Classics

Scale 1 Posts

HERTFORDSHIRE
WATFORD GRAMMAR SCHOOL FOR GIRLS
Lady's Close, Watford
Required September, Graduate to teach Latin. Classical Studies and possibly Greek throughout the school to O and A level. Please state subsidiary subject. Scale 1 plus London Fringe Allowance £645.
Apply by letter to the Headmistress with names of two referees and copies of testimonials. (67343) 131018

BRADFORD
CITY OF BRADFORD
METROPOLITAN COUNCIL
BECKFOOT UPPER SCHOOL
Required for September 1984, a teacher of Commercial Subjects, Scale 3.
The successful candidate will be in charge of commercial courses within the Humanities Faculty. Courses currently being taught include Economics, Typewriting and Commerce and Typewriting to GCSE. A wide range of ability in years 9 and 10 RSA courses are offered in the sixth form. There is close liaison with Bradford College.
The successful candidate will be expected to play the key role in extending and developing courses, links with College and industry and in contributing ideas to future developments in the school.
Application forms and further details may be obtained (s.a.e. please) from the Headmaster, Mr K. Lick; (Mr. A. Crossley, Deputy Head, Upper Schools, Harrogate Road, Bradford BD10 0JB), to whom completed forms should be returned by 30th April, 1984.
Reference ET 84084/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability unless otherwise stated. (35838) 131818

LONDON
ST. PAUL'S GIRLS' SCHOOL
Brook Green, London W6
Required from September 1984 a good Honours Graduate to teach Latin & GREEK throughout the School. Scale 3 - Advanced and Scholarship Level.
Application in writing to the High Mistress giving a full curriculum vitae and the names and addresses of two referees. (67589) 131622

Commercial Subjects

Heads of Department

BARNET
LONDON BOROUGH
QUEEN ELIZABETH'S BOYS' SCHOOL
Queen's Road, Barnet, Herts. EN5 4DQ
Comprehensive, Roll 960.
Group 11 Mixed
London Allowance £645
Lunches will be provided.
Nearest tube station High Barnet
Required SEPTEMBER, 1984, HEAD OF BUSINESS STUDIES.
The Department has developed a range of sound courses, from CSE Social Economics to A-level. New BTEC course planned for Autumn term. The Head of Department will be expected to lead department's contributions to this course and to extend that work later.
An approved casse mainten ance may be available towards the payment or removal expenses in appropriate circumstances.
Apply in writing to Head Teacher with full c.v. and names of two referees.
S.A.E.
Director of Educational Services. (67267) 131818

BRADFORD
CITY OF BRADFORD
METROPOLITAN COUNCIL
BECKFOOT UPPER SCHOOL
Required for September 1984, a teacher of Commerce, Scale 3.
The successful candidate will be in charge of commercial courses within the Humanities Faculty. Courses currently being taught include Economics, Typewriting and Commerce and Typewriting to GCSE. A wide range of ability in years 9 and 10 RSA courses are offered in the sixth form. There is close liaison with Bradford College.
The successful candidate will be expected to play the key role in extending and developing courses, links with College and industry and in contributing ideas to future developments in the school.
Application forms and further details may be obtained (s.a.e. please) from the Headmaster, Mr K. Lick; (Mr. A. Crossley, Deputy Head, Upper Schools, Harrogate Road, Bradford BD10 0JB), to whom completed forms should be returned by 30th April, 1984.
Reference ET 84084/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability unless otherwise stated. (35838) 131818

WEST SUSSEX
FELPHAM COMPREHENSIVE SCHOOL
Pelham Way, Felpham PO22 8EU
(Group 11 Mixed Comprehensive 1150 on roll)
Required September 1984 or so, Assistant Teacher to Head of Business Studies Scale 2 with responsibility within the Humanities Dept. to teach up to A level. Interest in Sociology an advantage.
Form and details from Headmaster on receipt of S.A.E. Closing date two weeks from appearance of advertisement. (67295) 131818

Scale 2 Posts and above

ENFIELD
LONDON BOROUGH OF ENFIELD
ALBANY SCHOOL
Albany Way, Southgate, N14 7RY
Required from September 1984, a teacher to be temporary 11 - 16 mixed comprehensive roll 344.
TEACHER IN CHARGE OF CAREERS EDUCATION/GUIDANCE, Scale 2
Required September 1984: teacher to take full responsibility for all aspects of careers education and to work with teams of tutors in the development of a guidance programme for senior pupils.
Application forms and further details obtainable from the Head at the school (s.a.e. please). Completed forms to be returned as soon as possible, closing date 4th May. (35888) 131450

Scale 1 Posts

BERKSHIRE
THE CROWN COURT COUNTY SECONDARY SCHOOL
Gloucester Avenue, Slough SL1 3BB
N.O.R.: 384
Required for APRIL/SEPTEMBER 1984, A TEACHER to take charge of Commercial Subjects and to co-ordinate language teaching within the school. A Scale 1 post could be made available for a suitable applicant.
Application forms and further details from Head teacher (s.a.e.).
An Equal Opportunity Employer. (35869) 131822

London Borough of Bromley
Education
Head Teacher
Elliott Durham Comprehensive School, Ransom Drive, Mapperley, Nottingham NG3 6LR.
Qualified teachers are invited to apply for appointment as Head Teacher of the above school. The vacancy is created by the promotion of the Head Teacher to a larger school.
Number on roll: 874 (11–16) Salary Group: 10 (SPA payable) Vacant: 1st September, 1984.
Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to: The Director of Education at County Hall.
Closing date: 27th April, 1984. (6938)
Nottinghamshire County Council
County Hall West Bridgford Nottingham NG2 7QP
London Borough of Bromley
Derrick Wood School, Lovibonds Avenue, Orpington, Kent BR6 8ER
HEAD TEACHER
GROUP 10
Applications are invited from suitably qualified candidates with proven management skills and curriculum development experience for the above post, tenable from September 1984, at this mixed Comprehensive school.
Assistance with removal and associated expenses available in certain circumstances.
Application forms and further details available from the Director of Education, The Town Hall, Widmore Road, Bromley, Kent BR1 1RS (foolscap s.a.e. please), to whom completed forms should be returned by 9th May 1984. (6958)
London Borough of Bromley
THE CENTRAL FOUNDATION SCHOOLS OF LONDON
Boys' School, Cowper Street, London EC2A 4AP
The Governors invite applications for the
HEADSHIP
of their Boys' School which will become vacant on 1st September 1984.
The School is a 3-form entry Voluntary Aided Comprehensive School. (Burnham Group 9 plus London Allowance.)
Application forms and further particulars of the School are available from the Clerk to the Governors at the above address to whom completed forms should be returned by 27th April 1984. (6968)
City of Manchester
Education Committee
Deputy Headteacher
Abraham Moss High School
Group 10
Candidates should have successful administrative curricular and/or pastoral experience at a senior level in secondary schools, and be prepared to join and contribute to a highly professional and committed Senior Management Team. (Re-advertisement). Previous applicants will be considered.
Application forms and details from the Chief Administrative Officer, North Manchester College, Abraham Moss Centre, Crescent Road, Manchester M8 6UF. Tel: 061-740 1491. Unless otherwise stated, closing date 30th April 1984.
An Equal Opportunities employer (6927)
Education
HEAD
Required from January 1985.
SOUTHEND COUNTY HIGH SCHOOL FOR GIRLS (Group 10),
Southchurch Boulevard, Southend-on-Sea
Applications are invited from suitably qualified teachers with appropriate senior experience for the Headship of this 11-18 selective school. Removal and disturbance allowance scheme in operation.
Please send foolscap s.a.e. for form and details to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD.
Closing date: 27th April, 1984.
ESSEX County Council (6957)
Wiltshire
DORCAN SCHOOL
St. Paul's Drive, Covingham, Swindon SN3 5DA
Head Teacher: Miss J. E. Smith
N.O.R. 1,237 11–16 years
DEPUTY HEAD TEACHER
Group 11
Deputy Head Teacher required for September 1984. The successful candidate will join a management team that covers all aspects of the school's life. The specific responsibilities of this team member will be curriculum development and the timetable. Dorcan is committed to a common curriculum and is seeking a Deputy able to identify with this approach.
Letter of application, cv and names and addresses of two referees to the Head Teacher at the school.
Further details available on receipt of SAE. Closing date 27th April, 1984.

CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL

Applications are invited from candidates for the undermentioned posts to commence on 1st September 1984.

DEPUTY HEADTEACHER/SENIOR MASTER/MISTRESS
1. WAKEFIELD EASTMOOR HIGH (13–18) SCHOOL
Mixed Comprehensive, NOR 546
DEPUTY HEADTEACHER – GROUP 10
2. FEATHERSTONE HIGH (13–16) SCHOOL
Mixed Comprehensive, NOR 599
SECOND MASTER/MISTRESS – Deputy Headteachers Salary Scale GROUP 10
3. HEMSWORTH HIGH (13–18) SCHOOL
Mixed Comprehensive, NOR 1,440
SECOND MASTER/MISTRESS – Deputy Headteachers Salary Scale GROUP 12
4. NORMANTON PRESTON HIGH (13–18) SCHOOL
Mixed Comprehensive, NOR 1,000 (inc 180 in 6th form)
DEPUTY HEADTEACHERS (2 posts) – GROUP 11
5. NORTH OSSETT HIGH (13–18)
Mixed Comprehensive, NOR 450
SECOND MASTER/MISTRESS – Deputy Headteacher Salary Scale GROUP 8

HEADMASTER/HEADMISTRESS
WAKEFIELD FLANSHAW ST. MICHAEL'S CE (9–13)
MIDDLE SCHOOL, NOR 355
HEADMASTER/HEADMISTRESS – GROUP 6

HEADSHIP
NORMANTON PRESTON HIGH (13–18) SCHOOL
Mixed Comprehensive, NOR 1,000 (inc 180 in 6th form)
Scale 3 TEACHER OF PENOLISH to Advanced and Scholarship level. Assistance with dress desirable but not essential.

MATHEMATICS/SCIENCE
OSSETT SCHOOL (11–18)
Mixed Comprehensive, NOR 1,360 (inc 200 in 6th form)
Scale 1 MATHEMATICS/SCIENCE. Ability to help with O/AMSS would be helpful but not essential. Examination teaching available appropriate to qualifications.

HEAD OF PHYSICAL EDUCATION
OSSETT SCHOOL (11–18)
Mixed Comprehensive, NOR 1,360 (inc 200 in 6th form)
Scale 4 HEAD OF PHYSICAL EDUCATION. A well qualified and experienced Head of Physical Education is sought, to take overall responsibilities for the Physical Education and Games Programme for both boys and girls. Further details on request.

Application forms available from Chief Education Officer, Education Department, 6 Bond Street, Wakefield, to be returned no later than 2nd May, 1984. (9962)

SECONDARY COMMERCIAL SUBJECTS

continued

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL
CARLTON-BOLLING SCHOOL
Business Studies
Required for 1 September 1984, a teacher of Business Studies, temporary, to replace a member of staff on Maternity Leave. Job sharing (or part-time) applications will be welcomed.
The growing department works closely with the Computing Department shortly to be use of a computing laboratory and, during the course of the next year, a word processing laboratory. The successful candidate(s) will be required to teach Business Studies in the sixth form, principally on the BEC certificate and Diploma courses but also on a Word Processing Course for 'A' level students.
The school has a number of interesting community initiatives and tries to service its local area as more than just a 13 - 18 comprehensive school.
Application forms are available from the Headteacher, Barrys Preston, Carlton-Bolling School, Undercliffe Lane, Bradford BD8 9DA. Tel: 493111 to whom completed forms should be returned by 30 April 1984.
Reference ET 5818/ETES.
Bradford is an equal opportunities employer and welcomes applications from candidates of both sexes, any age or disability, unless otherwise stated. (5818)

131822

BHUTAN AND TANZANIA

Teachers of office skills and commerce are needed for two overseas for two years from August 1984.
For details of terms and conditions of service, see VSO advert in Overseas Section. (3853W)

131822

EALING

LONDON BOROUGH OF EALING
EALING GIRLS' HIGH SCHOOL
DRAYTON MANOR HIGH SCHOOL
Drayton Bridge Road, Hanwell, London W7
Age range 13 - 18. Number on roll 1140. Sixth Form 180
Required for September 1984, a teacher of Commercial/Business Studies in the Sixth Form.
A well-equipped department in this 13-form entry Mixed 11-18 School. There are examination classes in the fifth and sixth year in addition to full commercial courses in the sixth form. Candidates interested in modern technology developments in these subjects particularly welcomed. Landon Weighting £3,483 p.a.
Please send brief C.V. (with s.a.e.) to the Chief Education Officer, Hadley House, 79/81 Uxbridge Road, London W3 8SU from whom an application form can be obtained.
Closing date: 27th April 1984. (5564f)

131822

ESSEX

BARSTABLE SCHOOL
Sterling Close, Basildon SS14 1UR
(Roll 1,400)
Tel: Basildon 553691
TEACHER OF BUSINESS STUDIES, Scale 1
Required September, with a possibility of 'A' level Economics, to join active Humanities faculty.
C.V. and application (foolscap a.e.e. please) to (6771f).

131822

GLOUCESTERSHIRE

CHURCHDOWN SCHOOL
Winston Road, Churchdown, Gloucester GL3 2HU
Required for September, Part-time Teacher (about 10hrs) for COMMERCIAL SUBJECTS, principally TYPEWRITING, to C.S.E., R.S.A. and where appropriate G.C.E. Level standards. Please specify subjects. Willingness to assist with Careers work an advantage. Teachers Training qualification essential.
Letters of application naming two referees to the Headmaster as soon as possible, from whom further details may be obtained. (s.a.e.). (5764f)

131822

HAMPSHIRE

THE BOLLINT SCHOOL
Longmoor, Liphook GU30 7NY
11 - 16 mixed Community School N.O.R. 1000
Business Studies
September 1984 to teach O/ CSE Information Business Course.
Letter of application with full curriculum vitae, names and addresses of two educational referees, and S.A.E. to Headteacher. (6728f)

131822

NORFOLK

HEWETT SCHOOL
Cecil Road, Norwich NR1 2PL

SCALE 1 TEACHER OF COMMERCE WITH ENGLISH

Ability to teach Shorthand, Typing and Office Practice with allied English courses in years 4, 5 & 6th Form.

Application forms from and returned to the Headteacher at the school. s.a.e. please. (6751f)

131822

Computer Studies

Heads of Department

EAST SUSSEX

CARDINAL NEWMAN RC (AIDED) SCHOOL
The Upper Drive, Hove BN3 6ND
Comprehensive mixed, 11 - 18. Roll: 1,253
Required from September 1984, an enthusiastic teacher of Computer Studies (Scale 2). This is a well established department. Computer Studies are taught up to 'A' level. City & Guilds Information Technology, CSE and 'O' level Electronics are being offered this year.
Relocation grants available in approved cases.
For further details and application form please telephone the Head as soon as possible. Brighton (0273) 558551: (5863f)

132016

ESSEX

HEDINGHAM SCHOOL
Yeldham Road, Sible Hedingham, Halstead CO9 3QN
(Roll 1165)
Tel: Hedingham 60470
HEAD OF SCHOOL RESOURCES, Scale 3
Required September, enthusiast to develop Computer Studies and C.A.L. New laboratory to be installed.
Details from Headteacher (foolscap s.a.e. (6771f)

132018

WARWICKSHIRE

MYTON SCHOOL
Myton Road, Warwick CV34 6PJ

(Co-educational comprehensive 1320 on roll, 6th form 160)

ACTING HEAD OF COMPUTER EDUCATION MICRO ELECTRONICS DEPARTMENT, Scale 3.
required for the academic year 1984/85 in the absence of the post holder on secondment. Thereafter, it is hoped that there will be a permanent Scale 3 post within the Department.
A well qualified graduate is sought with specialist qualifications and experience in the Computer Science/Micro Electronics field.
Application forms and further details are available from the Head at the school, to whom completed forms should be returned as soon as possible. (Enclose s.a.e.). (6761f)

132018

Scale 2 Posts and above

BERKSHIRE

PURZE PLATT COMPREHENSIVE SCHOOL
Purze Platt, Wokingham Road, Maidenhead, Berks, SL6 7NQ
N.O.R.: 1050
Required in September, a Teacher to be responsible for COMPUTER STUDIES throughout the school and assist other Teachers with the development of COMPUTER ASSISTED LEARNING. Initially this is a Scale 2 post. It is anticipated that this Teacher will teach some MATHEMATICS with responsibility up to 'A' level for a suitable applicant, but applicants offering other subjects will also be considered.
Further information about the post and the school is available from the Headmaster, to whom application should be made as soon as possible, enclosing names of two referees. (6A).
CLOSING DATE.
AN EQUAL OPPORTUNITY EMPLOYER. (5586D) 132020

EAST SUSSEX

SEAFORD HEAD SCHOOL
Arundel Road, Seaford BN25 4LX
Comprehensive mixed, 11 - 18. Roll: 1,150
Required for September, Teacher to be responsible for Computer Studies (Scale 2). New well equipped computer room available.
Relocation grants available in approved cases.
Application forms (one please) from and returned to the Head Teacher. (6743f)

132020

KNOWSLEY

METROPOLITAN BOROUGH OF KNOWSLEY

CURRICULUM DEVELOPMENT UNIT

TEACHER OF COMPUTER LITERACY AND INFORMATION TECHNOLOGY (SCALE 2)

The Knowsley Authority is establishing a small central team of teachers which, in September 1984 will undertake a radical re-assessment of the 5th year curriculum and 16 - 19 year old under achievers and the development of viable alternatives to the traditional subject based curriculum.
The successful applicant will be a member of the central team with specialist responsibility for developing material, teaching and monitoring aspects of computer literacy and information technology.
For further information and application forms send s.a.e. to the Borough Education Officer, 14, Curriculum Development Unit, Education Office, Huyton Hey Road, Huyton, Merseyside L36 5YH, to whom completed application forms should be returned by the 30 April 1984. (6713S)

132030

OXFORDSHIRE

COUNTY COUNCIL
DIDCOT GIRLS' SCHOOL
Sherwood Road, Didcot OX11 0DY
11 - 18 Comprehensive 1,000 go roll on same campus. Sixth Form 150
Required from September 1984, an enthusiastic teacher of COMPUTER STUDIES (SCALE 2) to lead and develop work across the curriculum in C.A.L. to teach computer studies and generally support the school. Possibility of teaching Mathematics. Ability to offer either Economics teaching to Advanced level or some Physics an advantage but not essential.
Further details available (s.a.e.).
Apply by letter including full c.v. and giving names of two referees. SAE please. (6756D) 132030

Scale 1 Posts

HAMPSHIRE

WOODLANDS SCHOOL
SOUTHAMPTON AREA
A new group 9 (11 - 16) Comprehensive School to open September 1985.
Required: Scale 1 Teacher in Business Studies and Information Technology. An energetic and well qualified teacher is sought who can assist the Head of Department with the introduction of Computer Studies and Information Technology into the curriculum. The school provides good facilities and is situated in pleasant surroundings on the outskirts of the city.
S.A.E. to Head (Ref AW/PH), Area Education Office, Arundel Towers North, Portland Terrace, Southampton SO9 4XE for further details. (5971D)

132030

NORFOLK

HEWETT SCHOOL
Cecil Road, Norwich NR1 2PL

SCALE 1 TEACHER OF COMMERCE WITH ENGLISH

Ability to teach Shorthand, Typing and Office Practice with allied English courses in years 4, 5 & 6th Form.

Application forms from and returned to the Headteacher at the school. s.a.e. please. (6751f)

131822

Heads of Department

EAST SUSSEX

CARDINAL NEWMAN RC (AIDED) SCHOOL
The Upper Drive, Hove BN3 6ND
Comprehensive mixed, 11 - 18. Roll: 1,253
Required from September 1984, an enthusiastic teacher of Computer Studies (Scale 2). This is a well established department. Computer Studies are taught up to 'A' level. City & Guilds Information Technology, CSE and 'O' level Electronics are being offered this year.
Relocation grants available in approved cases.
For further details and application form please telephone the Head as soon as possible. Brighton (0273) 558551: (5863f)

132016

WARWICKSHIRE

MYTON SCHOOL
Myton Road, Warwick CV34 6PJ

(Co-educational comprehensive 1320 on roll, 6th form 160)

ACTING HEAD OF COMPUTER EDUCATION MICRO ELECTRONICS DEPARTMENT, Scale 3.
required for the academic year 1984/85 in the absence of the post holder on secondment. Thereafter, it is hoped that there will be a permanent Scale 3 post within the Department.
A well qualified graduate is sought with specialist qualifications and experience in the Computer Science/Micro Electronics field.
Application forms and further details are available from the Head at the school, to whom completed forms should be returned as soon as possible. (Enclose s.a.e.). (6761f)

132018

Scale 2 Posts and above

BERKSHIRE

PURZE PLATT COMPREHENSIVE SCHOOL
Purze Platt, Wokingham Road, Maidenhead, Berks, SL6 7NQ
N.O.R.: 1050
Required in September, a Teacher to be responsible for COMPUTER STUDIES throughout the school and assist other Teachers with the development of COMPUTER ASSISTED LEARNING. Initially this is a Scale 2 post. It is anticipated that this Teacher will teach some MATHEMATICS with responsibility up to 'A' level for a suitable applicant, but applicants offering other subjects will also be considered.
Further information about the post and the school is available from the Headmaster, to whom application should be made as soon as possible, enclosing names of two referees. (6A).
CLOSING DATE.
AN EQUAL OPPORTUNITY EMPLOYER. (5586D) 132020

EAST SUSSEX

SEAFORD HEAD SCHOOL
Arundel Road, Seaford BN25 4LX
Comprehensive mixed, 11 - 18. Roll: 1,150
Required for September, Teacher to be responsible for Computer Studies (Scale 2). New well equipped computer room available.
Relocation grants available in approved cases.
Application forms (one please) from and returned to the Head Teacher. (6743f)

132020

BUCKINGHAMSHIRE

COUNTY COUNCIL
THE ROYAL LATIN SCHOOL
Brooklands Lane, Buckingham MK18 1AX
Head Teacher: P.A. Luff, Esq., B.A.
Roll 650, 180 in Sixth Form. 55 boarders
Required for September, a well-qualified and experienced teacher as HEAD OF CRAFT, DESIGN AND TECHNOLOGY (Scale 3) for this Voluntary Controlled, mixed selective school. The department has two specialist rooms and CDT block and requires an enthusiast to continue and widen the development of this important subject which is already well-established up to Advanced Level. Interest in modular courses in technology particularly welcome.
Assistance with removal expenses is given in approved cases.
Further details and application forms are available from the Headmaster to whom they should be returned by 30th April 1984. (Terms S.A.E. please). (5564D) 132118

HAMPSHIRE

ARNEWOOD
COMPREHENSIVE SCHOOL
Gore Road, New Milton, Hants.
(Roll 1080 Approx.
SCALE 4 Head of Department and member of Senior Management Team. Post carries separate responsibility for Technology - Design and Technology plus co-ordination of all pre-vocational and aesthetic discipline.
Required September 1984.
Application and curriculum vitae together with s.a.e. to Headteacher. (6758D) 132118

HARINGEY

Progress with Humanity

ST. THOMAS MORE R.C. SCHOOL
Glendale Avenue, Wood Green N22 5HN
Roll 1050 boys and girls
Tel: 888 7218
Headmaster: Mr. P.T. Fox, B.A.
HEAD OF DEPARTMENT (C.D.T.) SCALE 4
A well qualified and experienced teacher is required for September 1984 to direct the department. The department has six specialist rooms, one of which forms a modern suite. Courses are offered to all levels and all pupils undertake craft work in the end of the fifth year. The vacancy is due to promotion.
London Allowance (£987) payable.
Removal expenses - 100% allowed in approved cases.
Application forms and further details are available from the Headmaster at the School. Forms need to be returned to him by Friday, 4th May. (5960D) 132118

MANCHESTER

CITY OF MANCHESTER
EDUCATION COMMITTEE
HEAD OF ART AND DESIGN FACULTY
SCALE 4
Required for the Autumn Term 1984 at Plant Hill High School.
To have overall responsibility for the teaching of Art and Design throughout the school.
The faculty comprises the three major curriculum areas of Art, Graphic Media and Technical Studies. It is planning a building scale for the development of Plant Hill as a community school and to play a major contributor to the 11 - 16 Curriculum Strategies Project.
Application forms and details from the Headteacher, Plant Hill High School, Plant Hill Road, Blackley, Manchester M9 1FW to whom they should be returned as soon as possible.
An Equal Opportunity Employer. (5599D) 132118

NORTHAMPTONSHIRE

RAUNDS MANOR SCHOOL
Park Street, Raunds, Wellingborough, Northants. NN9 6NU

HEAD OF CDT (including Art) Faculty

Scale 4 required for September in this small but very successful 11 - 18 comprehensive. The school is increasing in size, and excellent facilities are available. The Faculty will also play a major part in the future development due to start in September.
Further details and application form from the Headmaster (SAE please). (5566D) 132118

Scale 2 Posts and above

BERKSHIRE

ST. CRISPIN'S SCHOOL
London Road, Wokingham, Berks.
N.O.R. 960
Required for September 1984 a Teacher for Craft Design and Technology. Applicants with a Metalwork to 'O' level would be particularly useful. The standards are high and the workshops are well equipped. A Scale 2 is available to a suitably qualified and experienced candidate.
Application forms and further details from the Headmaster. S.A.E. please.
AN EQUAL OPPORTUNITY EMPLOYER (6715D) 132120

ESSEX

ST. HELENA SCHOOL
Shrub End Road, Colchester (Roll 1000)
Mrs Coulthurst requires
CREATIVE EXPERIENCED TEACHER OF TEXTILE STUDIES, Scale 2
Required September, to develop the subject in the Art/Needlework departments.
Further details and form from Headteacher (foolscap s.a.e. please). (6770D) 132120

OXFORDSHIRE

COUNTY COUNCIL
WOOD GREEN SCHOOL
Brookside, Witney OX8 5DX
Group 11, 985 on roll
Required to join a developing department, a teacher (Scale 2) able to offer Technical Drawing/Graphical Communication as a specialism, to make a general craft contribution.
Further details from the Headteacher (stamped addressed envelope for reply) to whom letters of application (no forms) with curriculum vitae should be returned as soon as possible. (6738D) 132120

Scale 1 Posts

BERKSHIRE

MAIDEN ERLEGH SCHOOL
Earley, Reading RG6 5HS
(N.O.R. 1,200)
Required September 1984, Teacher of Craft, Design and Technology to teach Graphics and Graphical Communication to C.P.V.E. level. Well established resources to run an examination level to C.D.T. (Design and Technology) and Graphics. Design and Technology also co-ordinates all pre-vocational and aesthetic discipline.
Required September 1984.
Application and curriculum vitae together with s.a.e. to Headteacher. (6758D) 132118

Scale 1 Posts

BERKSHIRE

MAIDEN ERLEGH SCHOOL
Earley, Reading RG6 5HS
(N.O.R. 1,200)
Required September 1984, Teacher of Craft, Design and Technology to teach Graphics and Graphical Communication to C.P.V.E. level. Well established resources to run an examination level to C.D.T. (Design and Technology) and Graphics. Design and Technology also co-ordinates all pre-vocational and aesthetic discipline.
Required September 1984.
Application and curriculum vitae together with s.a.e. to Headteacher. (6758D) 132118

CHESHIRE

SANDBACH SCHOOL
Sandbach, Cheshire
EQUIPMENT ASSISTANT 1984 - a TEACHER OF CRAFT, DESIGN & TECHNOLOGY
Sandbach School is a boys' 11 - 18 comprehensive (approx. 950). The school is independent but accepts only County boys.
Full details from the Headmaster, Sandbach School, Middlewich Road, Sandbach, Cheshire CW11 1NT (6738D please). (5591f) 132118

CROYDON

LONDON BOROUGH OF CROYDON

HALING MANOR HIGH

Kenley Hall Road, South Croydon CR8 5DT

Tel 01-681 1141/4

Tuesday 30 April 1984

Required in this 11 - 18 mixed comprehensive High School, a teacher of Technical Drawing (Scale 2 - Assistant Teacher) in the first instance.

Please telephone the Education Department at the above address (ask for Mr. Gibbons) on 01-686 4455, Ext. 3014.

SALARY Burnham Scale 1 With London Area Allowance. (5598D) 132118

ENFIELD

LONDON BOROUGH OF ENFIELD
SOUTHGATE SCHOOL
Waterfall Road, Cockfosters, Herts. EN4 0BL
Required from September 1984, a well-qualified teacher of CRAFT, DESIGN and TECHNOLOGY (Scale 1) to join a forward-looking department and successful candidate is likely to have a broad interest in industry as the School participates in the Technology and Control Project. The successful candidate should also have the ability to contribute to the range of courses offered. Ability to offer Economics an advantage but not essential. Post suitable for new entrant to the profession.
London Allowance (£987). Consideration given to removal costs, temporary housing allowance and assistance with rent.
Application forms and details (large s.a.e. please) from the Headmaster to whom they should be returned within 14 days of receipt of this advertisement. (6758D) 132118

ESSEX

THE GILBERD SCHOOL
Brinkley Lane, Off Stansted Road, Manuden CO11 2JB
(Roll 1200: Mixed 11 - 18)
Tel: 84281
CRAFT, Scale 1
Required September 1984 a teacher for either CDT or Home Economics with a preference for the former. Subject to agreement, a Fashion and Textiles room is to be established and applications are invited from teachers who can offer a curriculum vitae additional to the basic requirements. Please write for application forms and details to the Headteacher (foolscap s.a.e. please) quoting reference 6/84.
THE SANDON SCHOOL
Moulsham Lane, Chelmsford CM2 9QJ
(Roll 1,400)
Tel: 54 4211
CRAFT, DESIGN AND TECHNOLOGY, Scale 1
Required September to teach CDT to 'O' level. Applicants should be prepared to teach Graphics and Technology.
Application forms and details from the Headmaster, Mr. T. Gliddon, at the school.
Closing date 30th April 1984. (6589f) 132118

NEWHAM

LONDON BOROUGH OF NEWHAM
LANGDON SCHOOL
Sussex Road, London E6 2PS
Head Teacher: J.A. Gilbert
Number on roll 1800
HEAD OF GRAPHICAL COMMUNICATION
SCALE 1
Required: September 1984 to teach Graphical Communication and to be responsible to contribute to C.D.T. in Years 3 - 5. Popular and successful subject at 'O' level and C.S.E. This is a large but friendly and well ordered school.
LONDON ALLOWANCE £987.
Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned AS SOON AS POSSIBLE.
An Equal Opportunity Employer. (6597D) 132129

NORTHAMPTONSHIRE

MONTAGU SCHOOL
Weekley Glebe Road, Kettering, Northants NN16 9NT

An ASSISTANT TEACHER OF DESIGN TECHNOLOGY/ COMPUTER SCIENCE, SCALE 1

An assistant teacher is required for September 1984 to work in the Craft areas of the school curriculum. The post is suitable for a first appointment and offers scope for individual development between 2 strong and supportive departments.
Montagu is a developing comprehensive school for 11 - 18 years, which opened in September 1975 and which will have approximately 830 pupils on roll in September 1984.
Application forms (SAE please) are available from the Headmaster to whom they should be returned within a fortnight of the appearance of this advertisement. (6734A) 132129

NORTHAMPTONSHIRE

TOWCESTER SPONNE SCHOOL
Brackley Road, Towcester, Northants. NN12 7TJ

Required for September, a TWO-YEARLY TEACHER OF CRAFT, DESIGN AND TECHNOLOGY (SCALE 1) to join the Technical Studies Department. The successful applicant will be required to teach at least two subjects with some 'O' level Technology, Graphics and Economics. Vacancy occurs due to a secondment for the academic year 1984/85 and examination experience is not essential. This will be a good opportunity for suitably qualified candidate. There will be a good opportunity to develop a new course in well-equipped workshops and classrooms. Duties will include facilities for micro-electronic control.
The school is situated in a pleasant rural area of South Northamptonshire.
Application forms and further particulars available from the Headmaster at the school (stamped addressed envelope). (5586D) 132122

ISLE OF MAN

BOARD OF EDUCATION

QUEEN ELIZABETH II HIGH SCHOOL

(Co-Ed Comprehensive - 1,200)

Required for September 1984, a Head of Craft and Art in the Upper and Middle Forms of the School. Scale 4

Application forms and further details can be obtained on receipt of a self-addressed envelope, from the Headmaster, Queen Elizabeth II High School, Peel, Isle of Man, to whom completed forms should be returned by 30th April, 1984. (6468f)

132122

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
SWANLEY SCHOOL
Swanley, Kent BR8 7TE
Tel: Swanley 65231
An established large comprehensive school with a full range intake, mixed, 11 - 18
London Fringe Allowance
Required immediately a teacher or instructor in metalwork/woodwork to fill a temporary vacancy. Teachers of other crafts are also welcome to apply.
Application is by telephone or letter to the Headmaster at the school, naming referees.

GRAVESHAM DIVISION

THE GORDON SCHOOL
Lower Higham Road, Chalk, Gravesend, Kent
This is an 11 - 17 mixed school of 840 within the Thamesside Scheme.
Required for September, 1984, teacher of Creative Design and Technology, Scale 2, (possibility of Scale 3 for suitable applicant) to be well organised and successful department.
Application forms and further details (S.A.E. please) from the Headmaster, Mr. T. Gliddon, at the school.
Closing date 30th April 1984. (6589f) 132118

SHROPSHIRE

EDUCATION COMMITTEE

MARY WEBB SCHOOL
Pontesbury, Shrewsbury SY5 0TG

Required for September, 1984, a teacher of C.D.T. to deliver a task developing a problem-solving approach to the teaching of Design and Technology. Scale 1. (Scale 2 for suitable candidate).
Application forms and further details available from the Head (SAE). (6343B) 132122

WEST SUSSEX

MILLAIS SCHOOL
Duncan Road, Horsham, West Sussex RH13 5QR
Tel: 0403 64246 Comp. NOR 1146
Required for September 1984, an enthusiastic teacher (Scale 1), of Craft, Design and Technology to contribute to the development and new courses throughout the up to 16 curriculum at all level. Exciting opportunities for the promotion of aspects of technology in this school. Possibility of Scale 2 for well experienced teacher.
Form and details from Head Teacher, Dennis Hall please. Closing date within two weeks from the appearance of this advertisement. (6728f)

132122

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

GREY COURT SCHOOL
Hampton Hill, Middlesex, Richmond, Surrey

(11 - 16 mixed comprehensive)

Due to the expansion of this school, the department of CRAFT DESIGN AND TECHNOLOGY, Scale 1 plus Outer London Allowance) required for September.
The department's excellent facilities were purpose built with the resources for design based, multi-media work in mind. Design Technology and Graphical Communication 'O' level and CSE examination courses have been established for several years and a Design Technology course will commence from September 1984.
The school has been previously selected to take part in a TVEI scheme and the City Area will be directly involved.
Further details and forms (S.A.E.) from the Headmaster of the school to whom completed application forms should be returned by 11th May 1984. (5967D) 132122

WEST SUSSEX

HAZELWICK SCHOOL
Three Bridges, Crawley, Sussex
Required for September, Scale 1 Teacher of CRAFT, DESIGN & TECHNOLOGY for this well established 11 - 18 coeducational comprehensive school. The opportunity to teach across the whole age range and in all related subjects for a suitably qualified candidate.
Details and form from Headteacher. (5568S) 132122

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
BISHOP CHALLONER R.C. BOYS' HIGH SCHOOL
Park Road, West Birkenhead, Wirral L43 8SQ
(Roll 778)
REQUIRED FOR SEPTEMBER 1984 ASSISTANT TEACHER OF C.D.T. (SCALE 1)
Ability to teach up to and including 'A' level and to participate in the development of the technology side of C.D.T. (New laboratories available in January 1985.
Apply by letter to the Headmaster as soon as possible, enclosing C.V. and two referees. (6772D) 132122

Economics

Heads of Department

ESSEX

BELLE MORANT COMPREHENSIVE SCHOOL
Rembrandt Way, Colchester CO4 3JL
Tel: 0206 45252/3/4
HEAD OF ECONOMICS AND BUSINESS STUDIES
DEPARTMENT, Scale 3
Graduate required for September 1984. Wide range of courses offered in Upper School including TVEI. Strong tradition for 'A' level work.
Apply immediately with c.v. and names and addresses of two referees by 1st May, 1984 (foolscap s.a.e. please). (6771G) 132516

LONDON

RAINE'S FOUNDATION
Raine's Foundation, E.C. (or E.)
Arbour Square, London E1
Tel: 790 0054
Required from September 1984, Head of Business Studies (Scale 2) in this five forms entry voluntary school. There is a BEC Centre and run in conjunction with a local F.E. College. The post includes responsibility for office practice and secretarial studies (years 4 - 5).
Apply by letter direct to Headteacher enclosing curriculum vitae and details of two referees. (Re-advertisement). (6768G) 132518

KENT

Teacher of Design/Craft, Sevenoaks School.
Ind. Craft, Design. (6459A) 132122

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
SWANLEY SCHOOL
Swanley, Kent BR8 7TE
Tel: Swanley 65231
An established large comprehensive school with a full range intake, mixed, 11 - 18
London Fringe Allowance
Required immediately a teacher or instructor in metalwork/woodwork to fill a temporary vacancy. Teachers of other crafts are also welcome to apply.
Application is by telephone or letter to the Headmaster at the school, naming referees.

GRAVESHAM DIVISION

THE GORDON SCHOOL
Lower Higham Road, Chalk, Gravesend, Kent
This is an 11 - 17 mixed school of 840 within the Thamesside Scheme.
Required for September, 1984, teacher of Creative Design and Technology, Scale 2, (possibility of Scale 3 for suitable applicant) to be well organised and successful department.
Application forms and further details (S.A.E. please) from the Headmaster, Mr. T. Gliddon, at the school.
Closing date 30th April 1984. (6589f) 132118

ISLE OF MAN

BOARD OF EDUCATION

QUEEN ELIZABETH II HIGH SCHOOL

(Co-Ed Comprehensive - 1,200)

Required for September 1984, a Head of Craft and Art in the Upper and Middle Forms of the School. Scale 4

Application forms and further details can be obtained on receipt of a self-addressed envelope, from the Headmaster, Queen Elizabeth II High School, Peel, Isle of Man, to whom completed forms should be returned by 30th April, 1984. (6468f)

132122

KENT

Teacher of Design/Craft, Sevenoaks School.
Ind. Craft, Design. (6459A) 132122

NEWHAM

LONDON BOROUGH OF NEWHAM
LANGDON SCHOOL
Sussex Road, London E6 2PS
Head Teacher: J.A. Gilbert
Number on roll 1800
HEAD OF GRAPHICAL COMMUNICATION
SCALE 1
Required: September 1984 to teach Graphical Communication and to be responsible to contribute to C.D.T. in Years 3 - 5. Popular and successful subject at 'O' level and C.S.E. This is a large but friendly and well ordered school.
LONDON ALLOWANCE £987.
Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned AS SOON AS POSSIBLE.
An Equal Opportunity Employer. (6597D) 132129

NORTHAMPTONSHIRE

MONTAGU SCHOOL
Weekley Glebe Road, Kettering, Northants NN16 9NT

An ASSISTANT TEACHER OF DESIGN TECHNOLOGY/ COMPUTER SCIENCE, SCALE 1

An assistant teacher is required for September 1984 to work in the Craft areas of the school curriculum. The post is suitable for a first appointment and offers scope for individual development between 2 strong and supportive departments.
Montagu is a developing comprehensive school for 11 - 18 years, which opened in September 1975 and which will have approximately 830 pupils on roll in September 1984.
Application forms (SAE please) are available from the Headmaster to whom they should be returned within a fortnight of the appearance of this advertisement. (6734A) 132129

WEST SUSSEX

HAZELWICK SCHOOL
Three Bridges, Crawley, Sussex
Required for September, Scale 1 Teacher of CRAFT, DESIGN & TECHNOLOGY for this well established 11 - 18 coeducational comprehensive school. The opportunity to teach across the whole age range and in all related subjects for a suitably qualified candidate.
Details and form from Headteacher. (5568S) 132122

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
BISHOP CHALLONER R.C. BOYS' HIGH SCHOOL
Park Road, West Birkenhead, Wirral L43 8SQ
(Roll 778)
REQUIRED FOR SEPTEMBER 1984 ASSISTANT TEACHER OF C.D.T. (SCALE 1)
Ability to teach up to and including 'A' level and to participate in the development of the technology side of C.D.T. (New laboratories available in January 1985.
Apply by letter to the Headmaster as soon as possible, enclosing C.V. and two referees. (6772D) 132122

Scale 1 Posts

DORSET

WEYMOUTH GRAMMAR SCHOOL
Chickerell Road, Weymouth, Dorset DT4 9BY
(11 - 18 co-educational, selective)
Graduate teacher (Scale 1 or 2) required from September 1984 for temporary year of appointment to teach 'A' level economics with some 'O' level Social Economics in a well established Department.
Applicants with sufficient experience could be considered for the Head of Department post for the year.
Letters of application (no forms) with curriculum vitae and names and addresses of two referees to the Headmaster from whom further details are available (ass please). (5581S) 132122

ESSEX

WESTCLIFF HIGH SCHOOL FOR GIRLS (ASSISTANT)
Kenilworth Gardens, Westcliff-on-Sea SS0 0BS
Tel: Southend 76036
(Girls 11 - 18: 850 Sixth Form)
TEACHER OF ECONOMICS AND MATHEMATICS Scale 1
Required September, graduates to teach Economics to 'A' level (10 periods) and Mathematics to 'O' level. Mathematics to 'O' level desirable.
Apply by letter to the Headteacher giving curriculum vitae and two referees (foolscap s.a.e. please). (6771G) 132518

LONDON

RAINE'S FOUNDATION
Raine's Foundation, E.C. (or E.)
Arbour Square, London E1
Tel: 790 0054
Required from September 1984, Head of Business Studies (Scale 2) in this five forms entry voluntary school. There is a BEC Centre and run in conjunction with a local F.E. College. The post includes responsibility for office practice and secretarial studies (years 4 - 5).
Apply by letter direct to Headteacher enclosing curriculum vitae and details of two referees. (Re-advertisement). (6768G) 132518

KENT

CANTERBURY CATHEDRAL
The King's School, Canterbury CT1 2ES
(Roll 750)
Tel: 0227 65222
Required September, a teacher of CRAFT, DESIGN AND TECHNOLOGY, Scale 1 to teach CDT to 'O' level and to assist with the development of Craft, Design and Technology throughout the school.
Application forms and further details from the Headmaster, Mr. J. Lewis, at the school.
Closing date 30th April 1984. (6589f) 132118

NEWHAM

LONDON BOROUGH OF NEWHAM
LANGDON SCHOOL
Sussex Road, London E6 2PS
Head Teacher: J.A. Gilbert
Number on roll 1800
HEAD OF GRAPHICAL COMMUNICATION
SCALE 1
Required: September 1984 to teach Graphical Communication and to be responsible to contribute to C.D.T. in Years 3 - 5. Popular and successful subject at 'O' level and C.S.E. This is a large but friendly and well ordered school.
LONDON ALLOWANCE £987.
Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned AS SOON AS POSSIBLE.
An Equal Opportunity Employer. (6597D) 132129

NORTHAMPTONSHIRE

MONTAGU SCHOOL
Weekley Glebe Road, Kettering, Northants NN16 9NT

An ASSISTANT TEACHER OF DESIGN TECHNOLOGY/ COMPUTER SCIENCE, SCALE 1

An assistant teacher is required for September 1984 to work in the Craft areas of the school curriculum. The post is suitable for a first appointment and offers scope for individual development between 2 strong and supportive departments.
Montagu is a developing comprehensive school for 11 - 18 years, which opened in September 1975 and which will have approximately 830 pupils on roll in September 1984.
Application forms (SAE please) are available from the Headmaster to whom they should be returned within a fortnight of the appearance of this advertisement. (6734A) 132129

WEST SUSSEX

HAZELWICK SCHOOL
Three Bridges, Crawley, Sussex
Required for September, Scale 1 Teacher of CRAFT, DESIGN & TECHNOLOGY for this well established 11 - 18 coeducational comprehensive school. The opportunity to teach across the whole age range and in all related subjects for a suitably qualified candidate.
Details and form from Headteacher. (5568S) 132122

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
BISHOP CHALLONER R.C. BOYS' HIGH SCHOOL
Park Road, West Birkenhead, Wirral L43 8SQ
(Roll 778)
REQUIRED FOR SEPTEMBER 1984 ASSISTANT TEACHER OF C.D.T. (SCALE 1)
Ability to teach up to and including 'A' level and to participate in the development of the technology side of C.D.T. (New laboratories available in January 1985.
Apply by letter to the Headmaster as soon as possible, enclosing C.V. and two referees. (6772D) 132122

Scale 1 Posts

DORSET

WEYMOUTH GRAMMAR SCHOOL
Chickerell Road, Weymouth, Dorset DT4 9BY
(11 - 18 co-educational, selective)
Graduate teacher (Scale 1 or 2) required from September 1984 for temporary year of appointment to teach 'A' level economics with some 'O' level Social Economics in a well established Department.
Applicants with sufficient experience could be considered for the Head of Department post for the year.
Letters of application (no forms) with curriculum vitae and names and addresses of two referees to the Headmaster from whom further details are available (ass please). (5581S) 132122

ESSEX

WESTCLIFF HIGH SCHOOL FOR GIRLS (ASSISTANT)
Kenilworth Gardens, Westcliff-on-Sea SS0 0BS
Tel: Southend 76036
(Girls 11 - 18: 850 Sixth Form)
TEACHER OF ECONOMICS AND MATHEMATICS Scale 1
Required September, graduates to teach Economics to 'A' level (10 periods) and Mathematics to 'O' level. Mathematics to 'O' level desirable.
Apply by letter to the Headteacher giving curriculum vitae and two referees (foolscap s.a.e. please). (6771G) 132518

DORSET

READVERTISEMENTDDDME-NT
ST. PETER'S SCHOOL
St. Catherine's Road, Bournemouth BH6 4AR
(11 - 16 Co-Educational, 1,185 on roll, including 280 in the Sixth Form)
Head of English (Scale 4) required September 1984, to lead a large, well established department in this Catholic Comprehensive school.
Applications are invited from well qualified graduates with teaching experience for the above post.
Application forms and further details are available from the Headmaster, Mr. J. Copeland, Arundel Towers North, Portland Terrace, Southampton SO9 4XE for further details. (5271f) 132418

BRADFORD

FAIRFAX COMMUNITY SCHOOL
Required for September 1984, a well qualified and experienced teacher of English as Head of Department (Scale 4 plus SPA).
Applicants should have substantial experience of teaching across the whole ability range, an informed view of the subject and the ability to lead an enthusiastic team within a school and system.
Application forms and further details may be obtained (s.a.e. please) from the Head of English (Scale 4), well-qualified teacher to lead a committed and cohesive team of specialist teachers. The English Department has an excellent academic record and an enthusiastic and highly successful drama section.
Further details and application form from the Headteacher. Please enclose s.a.e. Avoid is an equal opportunities employer. (6A)591) 132418

BRADFORD

FAIRFAX COMMUNITY SCHOOL
Required for September 1984, a well qualified and experienced teacher of English as Head of Department (Scale 4 plus SPA).
Applicants should have substantial experience of teaching across the whole ability range, an informed view of the subject and the ability to lead an enthusiastic team within a school and system.
Application forms and further details may be obtained (s.a.e. please) from the Head of English (Scale 4), well-qualified teacher to lead a committed and cohesive team of specialist teachers. The English Department has an excellent academic record and an enthusiastic and highly successful drama section.
Further details and application form from the Headmaster. Please enclose s.a.e. Avoid is an equal opportunities employer. (6A)591) 132418

English

Heads of Department

AVON COUNTY

CHEW VALLEY SCHOOL
Chew Magna, Nr. Bristol BS18 8SJ
(11 - 18 mixed comprehensive 950 on roll)
Required for September 1984 a teacher of English (Scale 4), well-qualified teacher to lead a committed and cohesive team of specialist teachers. The English Department has an excellent academic record and an enthusiastic and highly successful dr

SECONDARY ENGLISH
continued

HAMPSHIRE
CRANBOURNE SCHOOL, Wessex Close, Basingstoke RG21 3NP
11 - 16 Mixed Comprehensive N.O.R. 1344
Required September, 1984 energetic and well qualified HEAD OF ENGLISH (Scale 4) to lead a successful and enthusiastic department.
Further details and application form available from the Headmaster. (S.A.E.) (67218) 132418

HAMPSHIRE
THE HURST SCHOOL, Brimpton Road, Baughurst, Basingstoke RG26 5NL
11 - 16 Mixed Comprehensive - Community School
N.O.R. 1180
Required September, 1984 Head of English Scale 4 Graduate teacher to lead the organisation/development of this successful department.
S.A.E. to Headteacher for further details/job description. (58650) 132418

HAMPSHIRE
THE CITY OF PORTSMOUTH BOYS' SCHOOL
London Road, Hilsea, Portsmouth PO2 9RA
Tel: Portsmouth 669361
SCALE 4 AND SCRUTINEER (including Drama)
Required for September 1984, Application Forms and further details from Headmaster (S.A.E.). Closing date 30.4.84. (67285) 132418

HERTFORDSHIRE
BISHOP'S HATFIELD GIRLS' SCHOOL
Woods Avenue, Hatfield
Headmistress: Miss M. Ashwell
700 girls
Required for September 1984, a HEAD OF ENGLISH (Scale 4). A well qualified and experienced teacher is sought to lead an active Department of four full-time teachers and one at half-time. The successful applicant should be interested in teaching throughout the whole ability range including both Hertfordshire English Project groups and Oxbridge entrants.
Applicants should apply direct to the Headmistress, giving curriculum vitae, names of two referees, and a stamped addressed envelope. (65840) 132418

SUFFOLK
COUNTY COUNCIL
HACTON HEATH HIGH SCHOOL
Norton Road, Ipswich IP3 0UZ
11 - 16 mixed comprehensive roll 1000
HEAD OF ENGLISH SCALE 4
Required September 1984 an enthusiastic and energetic teacher with responsibilities including the organisation of the English department and the development of language across the curriculum.
The successful candidate will be a fine English specialist with a wide knowledge of recent curriculum initiatives and their implications for the whole school.
Further details and application forms are obtainable from the Head Teacher, please enclose s.a.e. Closing date for application 23rd March. (65988) 132418

SURREY
EDUCATION COMMITTEE
WOLFSON HOUSE
Middleton Road, Reigate RH2 7NF
11 - 16 Mixed Comp. NOR 949
HEAD OF ENGLISH Scale 4 required September 1984, interest in Library, Drama, Curriculum Studies and Individualised Learning.
Letter of application to Head. For forms send s.a.e. (SAE please). (65305) 132418

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September 1984
VALLEY PARK SCHOOL
HEAD OF ENGLISH SCALE 4
Valley Park is an inner-urban, 11 - 16 roll(1000) comprehensive school with 1350 pupils.
Application forms and further details may be obtained from the Director of Education, Education Office, Grammar School Walk, Wolverhampton WV3 0JN, from whom further details are available (S.A.E. please). (65984) 132420

WEST SUSSEX
THOMAS BENNETT SCHOOL
Ashdown Drive, Tilgate, Crawley, Sussex RH10 5AD
Scale 4 HEAD OF ENGLISH required September, to lead team of eight specialists (staff is mixed 12 - 18 comp. Community School. Good departmental facilities. Mods 3 C.S.E., O and A level courses well established. Art Council exhibitions recently in residence.
Apply to Headteacher giving C.V. names of two referees. (55686) 132418

Scale 2 Posts and above

AVON COUNTY
THE CASTLE SCHOOL
Park Road, Thornbury, Bristol BS12 1BT
(entered 11 - 18 comprehensive. Roll: 1400 - 1500 6th form 300)
Required for September, an experienced, well-qualified teacher as second in the English Faculty. Applicants should be able to teach subjects to University entry level. There are full staff in the Faculty, which produces excellent exam results.
Further details from, and letters of application to, the Headteacher by 30th April, giving details of qualifications, experience and names and addresses of two referees. Staff housing could possibly be made available. (67733) 132420

HERTFORDSHIRE
WELLBURY HOUSE
THE CHARLES DARWIN'S FELLOWSHIP
Great Offley, Nr. Hitchin, Herts.
Tel: Hitchin 78445
Required for May 1st, 1984, initially for two terms, an experienced teacher to take charge of a small group of boys aged between 13 - 15. Flat or cottage available.
Apply in writing to the Director of Education Officer, North Herts Divisional Education Office, Grammar School Walk, Hitchin SG5 1JH, from whom further details are available (S.A.E. please). (65984) 132420

OLDHAM
METROPOLITAN BOROUGH
ENGLISH TEACHER - SCALE 2
(Second in the English department)
KASKENMOOR SCHOOL
Roman Road, Oldham
Required for September 1984 at this 11 - 18 mixed comprehensive school of about 1050 pupils. A well qualified, experienced and enthusiastic teacher to take responsibility for the co-ordinations of departmental work.
Social Priority Allowances payable.
Please apply by letter to the Head of the school including full c.v. and two references by the 4th May, 1984. (65650) 132420

WEST SUSSEX
THOMAS BENNETT SCHOOL
Ashdown Drive, Tilgate, Crawley, Sussex RH10 5AD
Scale 4 HEAD OF ENGLISH required September, to lead team of eight specialists (staff is mixed 12 - 18 comp. Community School. Good departmental facilities. Mods 3 C.S.E., O and A level courses well established. Art Council exhibitions recently in residence.
Apply to Headteacher giving C.V. names of two referees. (55686) 132418

Scale 1 Posts

BARKING & DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
EASTBURY COMPREHENSIVE SCHOOL
Dawson Avenue, Barking, Essex
(Roll 926)
Required for September 1984 keen teacher to join a lively department and teach across the age and ability range in this 11 - 18 mixed comprehensive school.
Londong Addition £887 per annum. Reimbursement of removal expenses in approved cases.
Application forms and further details available from the Chief Education Officer, Town Hall, Barking, Essex. Returnable by 26th April 1984. (58641) 132422

BARNET
LONDON BOROUGH
MOAT MOUNT SCHOOL
Worcester Crescent, Mill Hill, NW7 4EL
01-959 0017
Co-educational
Comprehensive. Roll 601.
Sixth Form 140
Required SEPTEMBER, 1984, qualified graduate to teach ENGLISH to GCE/O level and A-level. Scale 1.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher giving full curriculum vitae, names of two referees.
S.A.E.
Director of Educational Services. (59688) 132422

BERKSHIRE
WAINGEL'S COPSE SCHOOL
Denmark Avenue, Woodley, Reading RG5 4RF
Group 10, 11 - 18 mixed Comprehensive School in purpose-built premises
Required for SEPTEMBER 1984
TEACHER OF ENGLISH (Scale One) to teach across the whole age and ability range.
Application forms and details from the Head Teacher (s.a.e. please).
Closing date; 27th April, 1984.
An Equal Opportunity Employer. (67726) 132422

ESSEX
THE GILBERD SCHOOL
Prinkley Lane, Off Severalls Lane, Colchester CO4 4PU
Tel: 848811
(Roll 1,200 Mixed 11 - 18)
ENGLISH, Scale 1
September 1984. Required two English graduates, assistance with extra-curricular activities, interest in Drama an advantage. New school, flourishing department.
Letter of application, curriculum vitae and names of references to Headteacher without delay (foolscap s.a.e. please).

ESSEX
COUNTY HIGH SCHOOL FOR GIRLS
Broomfield Road, Chelmsford CM1 1RW
(Roll 648)
Tel: Chelmsford 352892
SECOND IN DEPARTMENT - ENGLISH, Scale 3
Required for September, Good Honours graduate of English to teach to Oxbridge, 'O' and 'A' level and to Academic Sixth Form.
Reply, by letter, to Head teacher giving details of teaching experience, qualifications, age and the names and addresses of two referees (foolscap s.a.e. please). (67718) 132420

GLOUCESTERSHIRE
CHIPPING CAMPDEN SCHOOL
Chipping Campden
GL55 6JJ
Co-ed 11 - 18 rural Comprehensive - 800 pupils
Required for September Graduate to be Second in the English Department (Scale 3) and to teach to all levels including Universities Entrance.
Apply in writing to the Headteacher (no forms) giving details of qualifications, experience, special interests within the subject and the School, and names and addresses of two referees. Staff housing could possibly be made available. (67723) 132420

HAMPSHIRE
COVE COMPREHENSIVE SCHOOL
St John's Road, Cove, Farnborough, Hants. (Comprehensive Mixed 11 - 16)
N.O.R. 1020
ENGLISH for September 1984 Scale 1 posts. English teachers (2 posts available) please state second subject. Closing date 27th April 1984.
Letter of application nominating two referees to the Headteacher with s.a.e. for details. (59634) 132422

HAVERING
LONDON BOROUGH OF HAVERING
ROMFORD COUNTY SCHOOL
Cotswold Road, Harold Wood, Romford RM3 0TS
(Roll 732 Mixed)
Tel: Ingrebourne 42885
Headteacher: B.A. Groome, M.Ed.
Teacher of English and Mathematics, Scale 1, required for September, 1984. Successful applicant will be required to teach English GCE/O Level and Mathematics GCE and CSE. English will comprise 9/4 of the timetable. Applications are particularly welcome from teachers seeking a first appointment in Inner London.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (67540) 132420

HAVERING
LONDON BOROUGH OF HAVERING
ROMFORD COUNTY SCHOOL
Cotswold Road, Harold Wood, Romford RM3 0TS
(Roll 732 Mixed)
Tel: Ingrebourne 42885
Headteacher: B.A. Groome, M.Ed.
Teacher of English and Mathematics, Scale 1, required for September, 1984. Successful applicant will be required to teach English GCE/O Level and Mathematics GCE and CSE. English will comprise 9/4 of the timetable. Applications are particularly welcome from teachers seeking a first appointment in Inner London.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (67540) 132420

HERTFORDSHIRE
CHESHUNT SCHOOL
Windmill Lane, Cheshunt, Herts. EN8 9AX
Tel: Waltham Cross 23116
(Head: Mr. G.R. Broomfield)
11 - 18 Mixed ability School.
6th Form
Required as soon as possible, a teacher of English, either full-time or part-time to teach across the age and ability range with the probability of 6th form work. This is a temporary appointment in the first instance but there is a possibility of a permanent appointment being made from September 1984 to suitable candidate. Scale one plus responsibility allowance.
The Department has a very good record of success and the ability to contribute to a particular area of the Department's work (Drama, Bookshop, Video etc.) would be an advantage.
Further details from the Headmaster (telephone or see please) to whom applications should be made by letter with cv and names and addresses of two referees, within 14 days from the appearance of this advertisement. (67284) 132422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WILMINGTON GRAMMAR SCHOOL FOR GIRLS
Wilmington Grange, Parsons Lane, Wilmington, Dartford, Kent
11 - 18, three form entry.
Scale 1 Post
Required for September 1984: Graduate to teach English to 'A' Level (Scale 1). Further details available from the Headmistress.
Applications to the Headmistress with full curriculum vitae and names of two referees. Closing date, Friday, May 18th. (59198) 132422

LONDON
ST. PAUL'S GIRLS' SCHOOL
Brook Green, London W6
Required in September 1984 Honours Graduate with a good degree in ENGLISH to teach the subject throughout the school. Experience in Drama would be a recommendation. Scale 1, initially a one year appointment with the possibility of establishment.
Written applications with full curriculum vitae and the names and addresses of two referees should be sent to the Head of any areas of special interest (literature and education should be sent to the High Mistress. (67595) 132422

NEWHAM
LONDON BOROUGH OF NEWHAM
ST. ANGELA'S R.C. SCHOOL
Bishop Road, London E7 9QJ
(Head Teacher: Mr. D. Cradly
Number on roll: 640 boys)
TEACHER OF ENGLISH (Scale 1)
Required September 1984 or as soon as possible, mainly for 'A' level stream. An interest in Library work is needed for this post.
Preference will be given to practising Catholics.
London Allowance: £987.
Application form (s.a.e. please) available from the Head Teacher to whom completed forms are to be returned by 24th April, 1984.
Director of Education, Education Offices, 2/3/283 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (55975) 132422

NORTH YORKSHIRE
COUNTY COUNCIL
SOUTH CRAVEN SCHOOL
Holme Lane, Cross Hills, Keighley BD20 8LH
11 - 18 mixed comprehensive
Required for September 1984, a TEACHER OF ENGLISH to teach throughout the school. Some Sixth Form work could be available. Scale 1.
Further details and application form available from the Headmaster at the school. (s.a.e. please). (55945) 132422

SOLIHULL
EDUCATION COMMITTEE
LODGE BEACH HIGH SCHOOL
Lode Lane, Solihull, West Midlands
Tel: 021-704 1421
TEACHER OF ENGLISH Scale 1
Required for September 1984 in the 11 - 16 mixed school for one year only in the first instance.
Apply by letter to the Headteacher enclosing c.v. and s.a.e. (67326) 132422

SUFFOLK
COUNTY COUNCIL
WOODBOURNE HIGH SCHOOL
Sidney Road, Ipswich IP1 6PN
11 - 18 mixed comprehensive roll 1050 including 374 in the Sixth Form
Required September 1984 Scale 1 Teacher of English. Interest and ability in teaching to 'A' level will be a considerable advantage. Applicants seeking first appointment welcomed.
Application forms and details obtainable from the Headmaster at the school. Completed forms to be returned as soon as possible. (67560) 132422

SURREY
EDUCATION COMMITTEE
ABBOTSFORD SCHOOL
Ashford
(11 - 16 Mixed Comp. N.O.R. 1150)
TEMPORARY ENGLISH Scale 1 teacher required April for Summer Term 1984.
Contact Area Education Office Tel: Weybridge 58911 (67288) 132422

Geography

Heads of Department

WEST SUSSEX
ST. WILFRIDS R.C. COMPREHENSIVE SCHOOL
Oakwood, Old Horsham Road, Crawley, Sussex
11 - 18, 700 Students (170 in sixth form)
Required for September, 1984 well qualified and suitably experienced teacher of GEOGRAPHY Scale 3 to undertake the work up to A level and Oxbridge standard of an established department. A forward looking approach is essential combined with high standards of scholarship.
Further details and application forms available from Peter G. Bradshaw, B.A. Headmaster upon receipt of s.a.e. (67080) 132618

Scale 1 Posts

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
BECKFOOT GRAMMAR SCHOOL
Bingley
Comprehensive, mixed 13 - 18 school, on roll, 130 in Sixth Form
Required for September 1984, the following post:
SCIENCE, Scale 1 (Physics, Biology) a well qualified and experienced teacher of Science to share in the work of the Sixth Form.
Application forms and details from the Headmaster, Mr. J. Anderson, Beckfoot Grammar School, Wagon Lane, Bingley, West Yorkshire BD16 1EE to whom completed forms should be returned by 30th April, 1984.
Reference ET 26484/TES.

BUCKINGHAMSHIRE
Beaconsfield/Chiltern Area
BEACONSFIELD HIGH GRAMMAR SCHOOL
Chalfont Lane, Gerrards Cross SL9 8TA
Head: J.A. Lanridge, B.Sc., B.A.
No on Roll: 1025 (380 in 6th Form)
Required for September 1984 graduate to teach Geography to 'A' and 'O' level in a forward looking department. Scale post available for a suitable candidate but young graduates seeking their first appointment are encouraged to apply.
Please apply by letter to the Headmaster enclosing a curriculum vitae, and the names of two referees (67944) 132618

CROYDON
ARCHBISHOP TENISON'S SCHOOL
Selhurst Road, Croydon CR0 5JQ
Required for September 1984 at this 11 - 18 aided mixed school a teacher of geography with economics to teach up to 'A' level.
Details and application forms available from the Headmaster at the school. (67964) 132618

EALING
LONDON BOROUGH
EALING TECHNICAL COLLEGE & SOUTH EALING HIGH SCHOOL
Gravely Bridge Road, Hanwell, W7 1RU
Age range 12 - 18 number on roll 1140 6th form 180
Required for September 1984 only a teacher of Geography. Scale 1.
Application forms from the Chief Executive Officer, Hanley House, 5 - 27 Uxbridge Road, London W5 2SP to be returned by 27th April 1984. (58659) 132618

EAST SUSSEX
SEAFORD HIGH SCHOOL
Arundel Road, Seaford BN25 2LX
Comprehensive mixed, 11 - 18
No. on roll: 150
Required from September 1984 Geography Teacher (1) to share in the work of a flourishing department.
Relocation grants available in approved cases.
Application forms (s.a.e. please) from and returned to the Head Teacher. (58661) 132618

ENFIELD
LONDON BOROUGH OF ENFIELD
SERPENTINE ROAD, AANGS SCHOOL
Bramley Way, Gothgate, N14 7HY
Required from September 1984 (or July, if possible), a temporary GEOGRAPHY Scale 1 teacher.
Applications from suitably qualified graduates welcome, preferably post in view of temporary re-organisation cases September 1985.
London Allowance, £987.
Application forms may be obtained from the Headmaster, to whom they should be returned as soon as possible. (67560) 132422

FULHAM CROSS (SC)
Munster Road, SW6 6DP
Tel: 01-381 0861
(Roll: 650)
Headmistress: Miss J. M. Burroughs
Required from September 1984, a well qualified and experienced teacher of Craft Design and Technology, Scale 3, to take full responsibility for the subject and its development throughout the school. New accommodation will be available. Applications to be sent asap.

HABERDASHERS' ASKE'S HATCHAM BOYS' (SB)
Pepys Road, SE14 5SF
Tel: 01-639 0470
Roll: 575
Headmaster: G. J. Walker
Required from September 1984, energetic, enthusiastic forward looking Craft, Design and Technology Specialist, Scale 2.

SECONDARY SCHOOLS

ilea

Inner London Education Authority

Qualified teachers are invited to apply for the following posts. Application forms and further details are available from the Head of the school unless indicated otherwise. Visits to schools by appointment are welcomed.
Inner London Area Payment (£987 p.a.) is made in addition to the appropriate Burnham salary scale.
Unless shown differently, the closing date for applications is 14 days from publication.
All secondary schools in the ILEA are organised along comprehensive lines.
ILEA is an equal opportunities employer.

DEPUTY HEADSHIP

MALORY (SM)
Launcelot Road, Downham, Bromley BR1 5EB
Tel: 01-698 1025
(Roll: 1,354
Headmistress: Mrs G. B. Parkinson
Required September 1984, Second Master/Mistress (Deputy Head Group 12 Salary); who will have had wide experience in comprehensive schools and be prepared to be fully involved in the daily running of Malory. An interest in primary/secondary liaison will be central to the post. Closing date 4 May.

COMPUTER STUDIES

ELIZABETH GARRETT ANDERSON (SG)
off Fenton Street, N1 9QG
Tel: 01-837 0739
(Roll: 1,400
Headteacher Designate: Beryl Lowridge
Computer Science, Scale 2, to teach Computer Studies initially and subsequently develop a Mode 3 syllabus which provides a basis for further study, either academic or vocational.

PARLIAMENT HILL (SG)
Highgate Road, NW5 1RL
Tel: 01-485 7077
Roll: 1,200
Headmistress: Mrs McKeon
Required from September, Head of Computer Studies. Scale 2 in the first instance, to develop Computer Studies and computer assisted learning across the curriculum throughout the school. We share a mixed Sixth form of 400 pupils with William Ellis boys school on the same campus.

DESIGN AND TECHNOLOGY

Posts of Responsibility

ST PHILIP HOWARD RC (SM)
Upper North Street, Poplar, E14
Tel: 01-987 7028
(Roll: 450
Acting Headmistress: Mrs A. C. Cooke
Required from September 1984, Head of Technical Studies, Scale 3. An experienced and enthusiastic teacher to co-ordinate the work of this important department which is housed in extremely well equipped workshops - metal, wood and motor engineering - and a drawing office.

Scale 1 Post

HURLINGHAM & CHELSEA (SM)
Peterborough Road, Fulham, SW6 3BD
Tel: 01-731 2381
Roll: 980
Headmistress: Mrs Ruth Clarke
Required asap teacher of Design and Technology, Scale 1, (new post), to come into department at the time when new workshop provision is being made.

HOME ECONOMICS

QUINTIN KYNASTON (SM)
Marlborough Hill, St John's Wood, NW8 0NL
Tel: 01-722 8141
Roll: 1,051
Headmaster: Laurie Goodhand
Required from September 1984, Home Economics teacher, Scale 2, to teach all aspects of the subject - textiles, nutrition and child development - and to take on specific responsibility for one area.

MATHEMATICS

HAMPSTEAD (SM)
Westbere Road, NW2 3RT
Tel: 01-794 8133
Roll: 1,080
Acting Headmaster: T. H. Otles
Required asap, Mathematics teacher, Scale 2.

MODERN LANGUAGES

Head of Department

ST THOMAS MORE RC (SM)
42 Cadogan Street, SW1
Tel: 01-589 9734
Roll: 720
Headmaster: G. J. Austin
Required from September 1984, Head of Modern Languages, Scale 3; practising Roman Catholic. The department is very well organised and examination results at all levels are exceptionally good.

Part-time Posts

ST MARK'S CE (SM)
Bishop's Avenue, Fulham, SW6 6ED
Tel: 01-736 2211
Roll: 850
Headmaster: L. W. C. Truman
Required from 30 April, 1984, Part-time teacher of French (0.5). Applicants should telephone school asap.

WOOLWICH POLYTECHNIC (SB)
Sandy Hill Road, Plumstead, SE18 7PB
Tel: 01-854 1114
Roll: 1,000
Headmaster: V. Bowen-West
Required from September 1984, Part-time post (0.8), teacher specialising in German with an ability to assist in French.

MUSIC

LADY MARGARET CE (SC)
Parson's Green, SW6 4UN
Tel: 01-736 7138
Roll: 400
Headteacher: Mrs Cairns
Required from September 1984, Head of Music and Performing Arts, Scale 3. Lively, energetic teacher, interested in creative classroom music, to continue exciting developments. Strong extra-curricular commitment needed. The school has a Madrigal group, junior and senior choirs, instrumental ensembles and orchestra, and co-operates with parents and community in a Musical Society, for an annual event. Applications, including CV and details of two referees, by letter, on forms, to Head.

SPECIAL NEEDS

BISHOP CHALLONER RC (SG)
Ladle Street, Commercial Road, E1 0AB
Tel: 01-790 3634
Roll: 810
Headmistress: Sr Mary Berchmans
Required from September 1984, Head of Special Needs, Scale 3, capable of continuing the development of special needs provision across the curriculum, giving extra tuition in basic literacy and numeracy, developing support work in the classrooms, giving option support in the Upper School and managing learning problems. Preference will be given to committed Catholics. Apply by letter, including cv and names of two referees.

HURLINGHAM & CHELSEA (SM)
Peterborough Road, Fulham, SW6 3ED
Tel: 01-731 2381
(Roll: 980
Headmistress: Mrs Ruth Clarke
Required from May 1984, Head of Special Needs, Scale 3 (because of implementation of Warnock s Scale 4 may be available), to be responsible for all children with special needs in the school. These would include learning support, providing for individual special needs, ESL and the needs of the gifted or able child.

PRIMARY SCHOOLS

DEPUTY HEADSHIP

ALLFARTHING (MM)
St Ann's Crescent, Wandsworth, SW18
Tel: 01-874 1301
Roll: 230
Headmistress: Mrs Bradbury
Required from September 1984, Deputy Head. Interest in Computers/Science.

Posts of Reponsibility

HIGHBURY QUADRANT (MM) (NC)
Highbury New Park, N5 2DP
Tel: 01-226 6905
Roll: 402
Head Teacher: Mrs V. J. Beech
Required asap, teacher, Scale 2, for Special Needs in this multi-cultural school. Applicants must be committed anti-racists. Qualification in or experience of remedial and/or ESL teaching essential. Re-advertisement. Previous applicants will be considered. Visits essential.

ST FRANCIS RC (JM)
Priory Road, Peckham, SE15
Tel: 01-639 0167
Roll: 213
Headmaster: W. J. McConnell
Required from September 1984, experienced Primary class teacher, Scale 2, to develop Music throughout the school. Candidates should be practising Catholics. Re-advertisement. Previous applicants will be considered.

SMALLWOOD (JM)
Smallwood Road, Garratt Lane, Tooting, SW17
Tel: 01-672 5071
Roll: 160
Headmaster: R. F. Manning
Required asap, a part-time Music teacher (0.4) for general class music, instrumental teaching and choir work. Please apply asap.

Part-time Posts

PECKHAM PARK (JM)
Priory Road, SE15
Tel: 01-639 1394
Roll: 280
Headmaster: R. Edwards
Required asap teacher (0.1). Ability to assist with supply cover welcome. Vacancy for Summer term initially.

ST MARY'S RC (JM)
East Row, W10 5AW
Tel: 01-969 3718
Roll: 203
Headmistress: Sr Angela Moroney
Required from September 1984, Part-time Music teacher (0.2) for class music, singing, percussion.

OTHER APPOINTMENTS

DIVISIONAL OFFICE 5
Harford Street, E1 4PV
Tel: 01-790 1288, Ext. 233
Supply teachers. Experienced, qualified teachers required for the Summer term for primary and secondary schools in Tower Hamlets.

(9818)

SECONDARY GEOGRAPHY
continued

ESSEX
THE GILBERD SCHOOL
Prinkley Lane, Off Severalls Lane, Colchester CO4 4PU
Tel: 848811
(Roll 1,200 Mixed 11 - 18)
GEOGRAPHY, Scale 1
September 1984. Enthusiastic Geography graduate, teach to all levels, Fieldwork interest an advantage. Equip, but new school, good facilities.
Letter of application, curriculum vitae and names and addresses of two referees to the Head Teacher as soon as possible. (55686) 132422

OXFORDSHIRE
COUNTY COUNCIL
CHURCHILL SCHOOL
Churchill Road, Bicester OX6 0TS
Group 10, Roll 950
Required for September 1984 a Geography Teacher to be interested syllabus in the 13 - 16 School with examination work in the Upper School. Willingness to work within a Social Studies Department.
Apply by letter (no forms) naming two referees to the Headteacher within seven days of the appearance of this advertisement. SAE please. (55992) 132422

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANDRINDOD HIGH SCHOOL
Llandrindod Wells, Powys LD1 5LB
Required for the September, 1984 suitably qualified teacher of Geography, with ability to assist with junior Science. Geology and other humanities subject would be an advantage. The school is situated in a rural area. Scale 1. (Ref: 803)
Application forms and further particulars from and to Headmaster, Llandrindod High School, Llandrindod Wells, Powys SY18 6EX, to whom completed forms should be returned by 27th April, 1984. (58100) 132622

SOLIHULL
EDUCATION COMMITTEE
LODGE BEACH HIGH SCHOOL
Windward Way, Chelmsley Wood, Birmingham B37 6UE
Tel: 021-770 6811
TEMPORARY TEACHER OF GEOGRAPHY Scale 1
Required for 30th April 1984 in this 11 - 16 all ability school. The appointment is a maternity leave, will in the first instance be temporary but there is every likelihood that the contract will in time become permanent.
Apply by letter to the Headteacher of the school enclosing c.v. and s.a.e. (67340) 132622

WILTSHIRE
OAKFIELD SCHOOL
Marlowe Avenue, Swindon SN3 3HW
Head Teacher: Mr. A.M. Hudspeth, B.A.
N.O.R. 1150 - 11 - 16
Required for September 1984 teacher of Geography.
Letter of application, curriculum vitae and names and addresses or two referees to the Headteacher as soon as possible. (55618) 132622

OXFORDSHIRE
COUNTY COUNCIL
CHURCHILL SCHOOL
Churchill Road, Bicester OX6 0TS
Group 10, Roll 950
Required for September 1984 a Geography Teacher to be interested syllabus in the 13 - 16 School with examination work in the Upper School. Willingness to work within a Social Studies Department.
Apply by letter (no forms) naming two referees to the Headteacher within seven days of the appearance of this advertisement. SAE please. (55992) 132622

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANDRINDOD HIGH SCHOOL
Llandrindod Wells, Powys LD1 5LB
Required for the September, 1984 suitably qualified teacher of Geography, with ability to assist with junior Science. Geology and other humanities subject would be an advantage. The school is situated in a rural area. Scale 1. (Ref: 803)
Application forms and further particulars from and to Headmaster, Llandrindod High School, Llandrindod Wells, Powys SY18 6EX, to whom completed forms should be returned by 27th April, 1984. (58100) 132622

SOLIHULL
EDUCATION COMMITTEE
LODGE BEACH HIGH SCHOOL
Windward Way, Chelmsley Wood, Birmingham B37 6UE
Tel: 021-770 6811
TEMPORARY TEACHER OF GEOGRAPHY Scale 1
Required for 30th April 1984 in this 11 - 16 all ability school. The appointment is a maternity leave, will in the first instance be temporary but there is every likelihood that the contract will in time become permanent.
Apply by letter to the Headteacher of the school enclosing c.v. and s.a.e. (67340) 132622

NORFOLK
BOWTHORPE COMPREHENSIVE SCHOOL
Bowthorpe Road, Norwich NR5 9AA
SCALE 1 TEACHER OF RUSSIAN
Required September 1984, qualified teachers of students about to leave University.
The successful applicant will be expected to teach Russian throughout the secondary age range up to and including G.C.E. 'A' level standard. Full use can be made of a language laboratory. French offered as second language an advantage.
Application forms from and returned to the Headteacher at the school. (67316) 132622

NORFOLK
BOWTHORPE COMPREHENSIVE SCHOOL
Bowthorpe Road, Norwich NR5 9AA
SCALE 1 TEACHER OF RUSSIAN
Required September 1984, qualified teachers of students about to leave University.
The successful applicant will be expected to teach Russian throughout the secondary age range up to and including G.C.E. 'A' level standard. Full use can be made of a language laboratory. French offered as second language an advantage.
Application forms from and returned to the Headteacher at the school. (67316) 132622

BUCKINGHAMSHIRE
Beaconsfield/Chiltern Area
BEACONSFIELD HIGH GRAMMAR SCHOOL
Chalfont Lane, Gerrards Cross SL9 8TA
Head: J.A. Lanridge, B.Sc., B.A.
No on Roll: 1025 (380 in 6th Form)
Required for September 1984 graduate to teach Geography to 'A' and 'O' level in a forward looking department. Scale post available for a suitable candidate but young graduates seeking their first appointment are encouraged to apply.
Please apply by letter to the Headmaster enclosing a curriculum vitae, and the names of two referees (58944) 132618

BUCKINGHAMSHIRE
Beaconsfield/Chiltern Area
BEACONSFIELD HIGH GRAMMAR SCHOOL
Chalfont Lane, Gerrards Cross SL9 8TA
Head: J.A. Lanridge, B.Sc., B.A.
No on Roll: 1025 (380 in 6th Form)
Required for September 1984 graduate to teach Geography to 'A' and 'O' level in a forward looking department. Scale post available for a suitable candidate but young graduates seeking their first appointment are encouraged to apply.
Please apply by letter to the Headmaster enclosing a curriculum vitae, and the names of two referees (58944) 132618

HAVERING
LONDON BOROUGH OF HAVERING
ROMFORD COUNTY SCHOOL
Cotswold Road, Harold Wood, Romford RM3 0TS
(Roll 732 Mixed)
Tel: Ingrebourne 42885
Headteacher: B.A. Groome, M.Ed.
Teacher of English and Mathematics, Scale 1, required for September, 1984. Successful applicant will be required to teach English GCE/O Level and Mathematics GCE and CSE. English will comprise 9/4 of the timetable. Applications are particularly welcome from teachers seeking a first appointment in Inner London.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (67540) 132420

HEREFORD AND WORCESTER
COUNTY COUNCIL
DROITWICH HIGH
Ombersley Road, Droitwich, Worcs. WR9 0AA
A TEACHER OF ENGLISH (SCALE 1)
A teacher of English required from September, 1984, Scale 1 in this purpose built Mixed Comprehensive High School of 1060 pupils in the 13 - 18 age range. Courses in G.C.E., Ordinary and Advanced Level and University Entrance are well established in a modern and successful Department. A well qualified graduate who can teach across the ability range is sought.
Further details and application forms can be obtained from the Headteacher on receipt of a foolscap S.A.E. (67148)

HEREFORD AND WORCESTER
COUNTY COUNCIL
DROITWICH HIGH
Ombersley Road, Droitwich, Worcs. WR9 0AA
A TEACHER OF ENGLISH (SCALE 1)
A teacher of English required from September, 1984, Scale 1 in this purpose built Mixed Comprehensive High School of 1060 pupils in the 13 - 18 age range. Courses in G.C.E., Ordinary and Advanced Level and University Entrance are well established in a modern and successful Department. A well qualified graduate who can teach across the ability range is sought.
Further details and application forms can be obtained from the Headteacher on receipt of a foolscap S.A.E. (67148)

ST. HELENS
METROPOLITAN BOROUGH COUNCIL
Community Education Department
RAINFORD HIGH SCHOOL
Higher Lane, Rainford WA11 8NY
(11 - 18 years mixed Comprehensive; 1,688 on roll; 402 in sixth form)
GEOGRAPHY (SCALE 1)
Required for September, 1984.
Application forms are available from the Head Teacher to whom they should be returned immediately.
An Equal Opportunity Employer. (67678) 132622

History

Heads of Department

AVON COUNTY
FILTON HIGH SCHOOL
New Road, Stoke Gifford, Bristol BS16 1QT
(Right form entry
Comprehensive c/140 in 6th Form)
Required for September 1984, to lead a well-established department which offers a variety of options up to and including 'A' level. You must be prepared to act as tutor to a mixed ability tutor group in a strong House system (Scale 3).
Letters of application to the Headteacher immediately giving full details of qualifications, experience and names of two referees enclosing s.a.e.
Posts is an equal opportunities employer. (55661) 132618

EAST SUSSEX
DOROTHY STRINGER HIGH SCHOOL
Loder Road, Brighton BN1 6PZ
Comprehensive mixed, 12 - 16 (1985). Roll: 1,140
Required from September: Head of History (Scale 3).
Applications for forms (see please) from and returnable to the Head Teacher. (58647) 132618

HAMPSHIRE
THE WINTON SCHOOL
London Road, Andover SP10 2PP
11 - 16 Mixed Comprehensive N.O.R. 1472
Required September, 1984 Head of History Scale 3
Graduate historian to be responsible for the teaching of History within the Humanities Faculty.
Applications and two educational references to the Headmaster. (59652) 132618

HAMPSHIRE
THE WINTON SCHOOL
London Road, Andover SP10 2PP
11 - 16 Mixed Comprehensive N.O.R. 1472
Required September, 1984 Head of History Scale 3
Graduate historian to be responsible for the teaching of History within the Humanities Faculty.
Applications and two educational references to the Headmaster. (59652) 132618

ST. HELENS
METROPOLITAN BOROUGH COUNCIL
Community Education Department
RAINFORD HIGH SCHOOL
Higher Lane, Rainford WA11 8NY
(11 - 18 years mixed Comprehensive; 1,688 on roll; 402 in sixth form)
GEOGRAPHY (SCALE 1)
Required for September, 1984.
Application forms are available from the Head Teacher to whom they should be returned immediately.
An Equal Opportunity Employer. (67678) 132622

Scale 2 Posts and above

AVON COUNTY
LAWRENCE WESTON SCHOOL
Shirls Acres, Bristol BS11 0QA
Required from 1st September, well-qualified teacher of History to teach across the ability range to CSE, 'O' and 'A' levels. Fixed term contract until 31st December, 1984 to cover maternity leave.
Scale 2 post available for an experienced teacher.
Further details from, and letters of application to, the Headteacher by 20th April, giving full details of qualifications, experience and names of two referees, enclosing sae.
Avon is an equal opportunities employer. (59884) 132620

ESSEX
ST. HELENA SCHOOL
Shoppen Road, Colchester CO1 2QU
Tel: Colchester 572233
Roll: 1,200
Headteacher: Mrs. Ruth Clarke
Required from September 1984, Head of Department, Scale 3 (because of implementation of Warnock s Scale 4 may be available), to be responsible for all children with special needs in the school. These would include learning support, providing for individual special needs, ESL and the needs of the gifted or able child.

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
HOWDEN CLOUGH HIGH SCHOOL
Windmill Lane, Batley, West Yorks WF17 0AD
Ref: 489
11 - 18 Girls Comprehensive
1619 Pupils on Roll
Required from September 1984 a Teacher of History, Scale 2 to teach to all ranges of ability and to 11 - 13 years. The ability to teach Economics would be an advantage.
Letters of application giving full curriculum vitae and the names and addresses of two referees to the Head Teacher at the school within 14 days of this advertisement. (55609) 132620

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
HOWDEN CLOUGH HIGH SCHOOL
Windmill Lane, Batley, West Yorks WF17 0AD
Ref: 489
11 - 18 Girls Comprehensive
1619 Pupils on Roll
Required from September 1984 a Teacher of History, Scale 2 to teach to all ranges of ability and to 11 - 13 years. The ability to te

SECONDARY EDUCATION
continued

Home Economics

Heads of Department

AVON COUNTY
BEDMINSTER DOWN SCHOOL
Donald Road, Bristol BS13 7DD
(Comprehensive, co-educational - 1,600 pupils 11 - 18 years)
Required for September 1984, Head of Home Economics (Scale 3) to take charge of a popular department including Home Economics, Needlework and Child Care courses to GCE 'O' level and CSE. Specialist accommodation provided in two Home Economics and two Needlework rooms. Part-time ancillary help available.
Further details from, and letters of application to, the Headteacher immediately giving full c.v. and names of two referees. Please enclose s.a.e.
Avon is an equal opportunities employer. (67094) 133018

BRADFORD
BINGLEY GRAMMAR SCHOOL
(Voluntary Aided)
Keighley Road, Bingley BD16 2HS
Comprehensive Upper School 13 - 18, 980 on roll (280 in sixth form)
Headmaster: I. Pilmmer, M.A.
HEAD OF NEEDLEWORK/TEXTILES (SCALE 2)
Required for September 1984, an enthusiastic and qualified teacher to work within an established Needlework Department, initially to teach Needlework to 'O' level and below, but with a key responsibility for the development of a broader based textiles course commencing at 'A' level and incorporating a wider range of techniques.
Application forms and further particulars may be obtained (s.a.e. please) from the Clerk to the Governors, Mrs J. Curtis, 11 Mayfield Drive, Sandbeds, Baildon, West Yorkshire BD20 5LS to whom completed forms should be returned by 30 April 1984.
Reference ET 55584/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability unless otherwise stated. (55847) 133018

SUFFOLK
COUNTY COUNCIL
QUEEN ELIZABETH SCHOOL
Kirkby Lonsdale, Carnforth LA6 2AJ
NOR 628, Mixed
Comprehensive, 11 - 18 with 80 boarding places
Required for September 1984, resident assistant teacher for Home Economics and Needlework. Scale 1. It is hoped that the successful applicant will be interested in boarding duties which attract free board and accommodation plus an allowance of £700 p.a.
Application forms and further particulars from the Head to whom completed forms should be returned by 30.4.84. (see please). (67813) 133028

Scale 2 Posts and above

BARNET
LONDON BOROUGH FRIERN BARNET COUNTY SCHOOL
Hennington Avenue, Friern Barnet N11 3LS
Tel: 01-368 2177
Mixed Comprehensive, Roll 1167 - 16, linked with a Sixth Form College
HEAD OF HOME ECONOMICS required from 1st SEPTEMBER, 1984, or otherwise SEPTEMBER, 1984, qualified teacher of HOME ECONOMICS, Scale 4. To cover maternity leave. Opportunity to teach to all abilities up to O-level.
Apply in writing to Head Teacher with full C.V. and names of two referees.
Director of Educational Services. (55689) 133030

DORSET
PARKSTONE GRAMMAR SCHOOL
Sopers Lane, Poole
(703 Girls on roll, 250 in Sixth Form)
Required September 1984, A qualified teacher to be responsible for Needlework throughout the school including 'O' and 'A' level work. (Scale 1) One year temporary appointment.
Apply in letter to the Headmistress with full curriculum vitae and the names and addresses of two referees. Please enclose s.a.e. for further particulars of the post. (55809) 133029

ESSEX
BRAMSTON SCHOOL
Spains Lane, Witham CM8 1EU
(Roll 1590)
Tel: (0376) 512911
HOME ECONOMICS (Scale 3)
Enthusiastic teacher to take responsibility as second in department. Ability to teach 'A' level H.E. an advantage. Closing date: 1st May, 1984.
Application form and further particulars from the Headteacher (foolscap s.a.e. please). (67705) 133020

EAST SUSSEX
SEAFORD HEAD SCHOOL
Arundel Road, Seaford BN25 4LX
Comprehensive mixed, 11 - 18 Roll: 1,150
Required from September: Teacher of Home Economics (Scale 3) to share in the work of a flourishing department.
Relocation grants available in certain circumstances.
Application forms (sae please) and returned as soon as possible.

ESSEX
CECIL JONES HIGH SCHOOL
Eastern Avenue, Southend-on-Sea
Tel: 0702 68000
(Roll 850)
HOME ECONOMICS, Scale 1
Required September for expanding department. Applicant must be qualified in Domestic Science, Needlework and with interest in Child Care.
Further information and forms available from Headteacher (foolscap s.a.e. please).

THE GILBERD SCHOOL
Brinkley Lane, Off Severalls Lane, Colchester CO4 4PU
Tel: 84221
(Roll 1200 - Mixed 11 - 18)
Required September 1984, Enthusiastic teacher for either Technical Subjects and Art or Home Economics, Fashion and Textiles and Art. New facilities.
Letter of application, curriculum vitae and names of referees to Headteacher without delay (foolscap s.a.e. please).

WILLIAM DE FERRERS SCHOOL
Trinity Square, South Woodham Ferrers CM3 5JU
Tel: Chelmsford 328555
(Roll 210)
TEACHER OF HOME ECONOMICS, Scale 3
Required for September 1984, qualified teacher. This is a developing comprehensive school with 1 - 2 years only from September (eventual size 1,000).
Application forms and further details from the Head-teacher (foolscap s.a.e. please). (67358) 133028

GLOUCESTERSHIRE
CHIPPING CAMPDEN SCHOOL
Co-ed. 11 - 18 Rural Comprehensive, 800 pupils
REQUIRES for September
Qualified teacher of **HOME ECONOMICS** (Scale 1). Ability to teach all aspects of the subject, including needlework, would be a great advantage.
Apply in writing (no forms) to Headmaster giving details of qualifications and names and addresses of two referees. This post could be filled initially by a newly qualified teacher. Staff housing could probably be made available. (67784) 133032

HAMPSHIRE
CALTHORPE PARK SCHOOL
Hilton's Lane, Fleet, Hampshire
Comprehensive Mixed 11 - 18
R.O.B. 1168
Required for September 1984, Scale 1 post: Teacher required for Home Economics to include 5th year examination work. Lesser extra subsidiary subjects. Closing date 30th April, 1984. Application forms and further details from the Head Teacher with s.a.e. (67784) 133016

HUNTINGDONSHIRE
HINCHINGBROOKE SCHOOL
Brampton Road, Huntingdon PE18 8NS
Tel: 0480 52271
(Roll 1,500)
Required September 1984, Scale 1 Teacher of Home Economics to share in the work of a flourishing department.
Application forms and further details from the Headteacher (foolscap s.a.e. please).

HUNTINGDONSHIRE
THE KING'S SCHOOL
Ramsey, Huntingdon PE17 1BS
Tel: 0487 813741
(Roll 1,000)
Required September 1984, Scale 1 Teacher of Home Economics to share in the work of a flourishing department.
Application forms and further details from the Headteacher (foolscap s.a.e. please).

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
ST. THOMAS'S CATHOLIC COMPREHENSIVE SCHOOL
Canterbury
(5 form entry, roll 805, 11 - 18 co-educational)
The Governors require a teacher for September, 1984 for Domestic Science, Textiles and Child Development.
Further details and application forms from the Head Teacher at the school in Old Dover Road, Canterbury - Tel: 0227 66363.

THE TOWERS SCHOOL
Faversham Road, Kennington, Ashford
No. on Roll: 1100 Co-educational
Required as soon as possible **TEACHER TO TEACH HOME ECONOMICS AND SOME NEEDLECRAFT - SCALE 1**
Examination to G.C.E. 'O' Level, Nutrition - Cookery, G.B.H. - Homemaking, Cook/Waitress and Child Development, plus City & Guilds Foundation Catering - Food Industry.
Apply by letter to the Headmaster enclosing Curriculum Vitae and naming two referees. (55889) 133026

KIRKLEES
METROPOLITAN COUNCIL
BIRCHENCLIFFE HIGH SCHOOL AND NEEDLECRAFT - SCALE 1
Ref: 486
A temporary teacher of ART and NEEDLECRAFT - SCALE 1.
See Secondary Scale 1 Art. (55677) 133024

LONDON
ST. URSULA'S CONVENT RC GIRLS' COMPREHENSIVE SCHOOL
(Voluntary Aided)
Croom's Hill, Greenwich, SE10 8ER
Tel: 858 4613
(11 - 18, roll: 575 with 100 in the Sixth Form)
Required for September a suitably qualified and experienced teacher to be Head of Mathematics (Scale 3). The department is responsible for courses to CSE, GCE 'O' and 'A' and University entrance levels.
Please ring the Headmistress enclosing curriculum vitae, and names of two referees and a copy of recent testimonial, or phone the school for an application form. (55651)

Scale 1 Posts

CUMBRIA
COUNTY COUNCIL
QUEEN ELIZABETH SCHOOL
Kirkby Lonsdale, Carnforth LA6 2AJ
NOR 628, Mixed
Comprehensive, 11 - 18 with 80 boarding places
Required for September 1984, resident assistant teacher for Home Economics and Needlework. Scale 1. It is hoped that the successful applicant will be interested in boarding duties which attract free board and accommodation plus an allowance of £700 p.a.
Application forms and further particulars from the Head to whom completed forms should be returned by 30.4.84. (see please). (67813) 133028

DERBYSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
ERNEST BAILEY GRAMMAR SCHOOL
Spital Lane, Chesterfield S41 7LG
Tel: 0246 76181
(Roll 1,000 - 11 - 18 Mixed Comprehensive)
Required September 1984, Scale 1 Teacher of Home Economics to share in the work of a flourishing department.
Application forms and further details from the Headteacher (foolscap s.a.e. please).

DORSET
PARKSTONE GRAMMAR SCHOOL
Sopers Lane, Poole
(703 Girls on roll, 250 in Sixth Form)
Required September 1984, A qualified teacher to be responsible for Needlework throughout the school including 'O' and 'A' level work. (Scale 1) One year temporary appointment.
Apply in letter to the Headmistress with full curriculum vitae and the names and addresses of two referees. Please enclose s.a.e. for further particulars of the post. (55809) 133029

EALING
LONDON BOROUGH
EDUCATION SERVICE
DRAYTON MANOR HIGH SCHOOL
Drayton Bridge Road, Hanwell W7 1EJ
Age range 13 - 18 number on roll 1140 6th form 180
Required for Summer Term only a teacher of Home Economics Scale 1.
Application forms from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU (SAE) please to be returned by 26 April 1984. (55664) 133022

ESSEX
BRAMSTON SCHOOL
Spains Lane, Witham CM8 1EU
(Roll 1590)
Tel: (0376) 512911
HOME ECONOMICS (Scale 3)
Enthusiastic teacher to take responsibility as second in department. Ability to teach 'A' level H.E. an advantage. Closing date: 1st May, 1984.
Application form and further particulars from the Headteacher (foolscap s.a.e. please). (67705) 133020

SEAFORD HEAD SCHOOL
Arundel Road, Seaford BN25 4LX
Comprehensive mixed, 11 - 18 Roll: 1,150
Required from September: Teacher of Home Economics (Scale 3) to share in the work of a flourishing department.
Relocation grants available in certain circumstances.
Application forms (sae please) and returned as soon as possible.

ESSEX
CECIL JONES HIGH SCHOOL
Eastern Avenue, Southend-on-Sea
Tel: 0702 68000
(Roll 850)
HOME ECONOMICS, Scale 1
Required September for expanding department. Applicant must be qualified in Domestic Science, Needlework and with interest in Child Care.
Further information and forms available from Headteacher (foolscap s.a.e. please).

THE GILBERD SCHOOL
Brinkley Lane, Off Severalls Lane, Colchester CO4 4PU
Tel: 84221
(Roll 1200 - Mixed 11 - 18)
Required September 1984, Enthusiastic teacher for either Technical Subjects and Art or Home Economics, Fashion and Textiles and Art. New facilities.
Letter of application, curriculum vitae and names of referees to Headteacher without delay (foolscap s.a.e. please).

WILLIAM DE FERRERS SCHOOL
Trinity Square, South Woodham Ferrers CM3 5JU
Tel: Chelmsford 328555
(Roll 210)
TEACHER OF HOME ECONOMICS, Scale 3
Required for September 1984, qualified teacher. This is a developing comprehensive school with 1 - 2 years only from September (eventual size 1,000).
Application forms and further details from the Head-teacher (foolscap s.a.e. please). (67358) 133028

GLOUCESTERSHIRE
CHIPPING CAMPDEN SCHOOL
Co-ed. 11 - 18 Rural Comprehensive, 800 pupils
REQUIRES for September
Qualified teacher of **HOME ECONOMICS** (Scale 1). Ability to teach all aspects of the subject, including needlework, would be a great advantage.
Apply in writing (no forms) to Headmaster giving details of qualifications and names and addresses of two referees. This post could be filled initially by a newly qualified teacher. Staff housing could probably be made available. (67784) 133032

HAMPSHIRE
CALTHORPE PARK SCHOOL
Hilton's Lane, Fleet, Hampshire
Comprehensive Mixed 11 - 18
R.O.B. 1168
Required for September 1984, Scale 1 post: Teacher required for Home Economics to include 5th year examination work. Lesser extra subsidiary subjects. Closing date 30th April, 1984. Application forms and further details from the Head Teacher with s.a.e. (67784) 133016

HUNTINGDONSHIRE
HINCHINGBROOKE SCHOOL
Brampton Road, Huntingdon PE18 8NS
Tel: 0480 52271
(Roll 1,500)
Required September 1984, Scale 1 Teacher of Home Economics to share in the work of a flourishing department.
Application forms and further details from the Headteacher (foolscap s.a.e. please).

HUNTINGDONSHIRE
THE KING'S SCHOOL
Ramsey, Huntingdon PE17 1BS
Tel: 0487 813741
(Roll 1,000)
Required September 1984, Scale 1 Teacher of Home Economics to share in the work of a flourishing department.
Application forms and further details from the Headteacher (foolscap s.a.e. please).

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
ST. THOMAS'S CATHOLIC COMPREHENSIVE SCHOOL
Canterbury
(5 form entry, roll 805, 11 - 18 co-educational)
The Governors require a teacher for September, 1984 for Domestic Science, Textiles and Child Development.
Further details and application forms from the Head Teacher at the school in Old Dover Road, Canterbury - Tel: 0227 66363.

THE TOWERS SCHOOL
Faversham Road, Kennington, Ashford
No. on Roll: 1100 Co-educational
Required as soon as possible **TEACHER TO TEACH HOME ECONOMICS AND SOME NEEDLECRAFT - SCALE 1**
Examination to G.C.E. 'O' Level, Nutrition - Cookery, G.B.H. - Homemaking, Cook/Waitress and Child Development, plus City & Guilds Foundation Catering - Food Industry.
Apply by letter to the Headmaster enclosing Curriculum Vitae and naming two referees. (55889) 133029

KIRKLEES
METROPOLITAN COUNCIL
BIRCHENCLIFFE HIGH SCHOOL AND NEEDLECRAFT - SCALE 1
Ref: 486
A temporary teacher of ART and NEEDLECRAFT - SCALE 1.
See Secondary Scale 1 Art. (55677) 133024

OLDHAM
METROPOLITAN BOROUGH
NORTH CHADDERTON SCHOOL
Chadderton Hall Road, Chadderton, Oldham
Available from September 1984 at the 11 - 16 mixed comprehensive of about 1600 pupils.
NEEDLECRAFT TEACHER - SCALE 1.
To work in the Home Economics area of the co-operated Craft Department and to teach Needlecraft throughout the school. Needlecraft is taught to all pupils in the first two years as part of the basic craft studies course. Needlecraft in the 3rd year is part of a Foundation Course for some pupils whilst others join the Craft Course for the remaining 3rd year.
Please apply by letter directly to the Headmaster, including a full c.v. and the names of two referees. Further particulars are available for which an sae is required. (55821) 133022

OLDHAM
METROPOLITAN BOROUGH
BLUE COAT CE SCHOOL
Egerton Street, Oldham
Available from September 1984 at this form entry 16 Church of England Comprehensive:
HOME ECONOMICS TEACHER - SCALE 1
Up to 'O' and 'A' level.
Application forms (sae) available from the Head to be returned by 30th April 1984.
(55687) 133023

SOLIHULL
EDUCATION COMMITTEE
TEMPORARY TEACHERS OF HOME ECONOMICS Scale 3
Required for September 1984 in the following areas:
SMITHS WOOD COMPREHENSIVE SCHOOL
Windward Way, Chelmsley Wood, West Midlands B36 0UE
Tel: 021-770 6811
There are two vacancies at this school both for a period of one year from the first instance. The successful applicants will join a team of specialist teachers and should be able to teach cookery and needlecraft.

ALDERBROOK SCHOOL
Bloseomfield Road, Solihull, West Midlands B91 1SN Tel: 021-704 3144
Required for one year only in the first instance, to teach Home Economics to a high ability range.
For both posts apply by letter to the Headteacher of the school concerned, enclosing c.v. and s.a.e. (67341/2) 133033

SURREY
EDUCATION COMMITTEE
REIGATE SCHOOL
Reigate
Required September 1984, Scale 1 Teacher of Home Economics to share in the work of a flourishing department.
Application forms and further details from the Head (SAE). (67764) 133418

SUFFOLK
COUNTY COUNCIL
DEBEN HIGH SCHOOL
Garrison Lane, Felixstowe IP11 7RF
(11 - 18 mixed comprehensive with 961 including 143 in Sixth form)
Required September 1984, an experienced and successful Teacher of Mathematics to be **HEAD OF MATHEMATICS** (Scale 4). He/she must be able to lead a large department offering courses at all levels (C.S.E., 'O' and 'A' level).
Apply, immediately by letter to the Headmaster at the school indicating relevant experience and curriculum ideas and enclosing curriculum vitae and the names and addresses of two referees who may be approached. Further details available on request. (55961) 133418

SUFFOLK
COUNTY COUNCIL
FAILINGAYE HIGH SCHOOL
Ransom Road, Woodbridge IP12 4DF
(11 - 18 mixed comprehensive with 1,134 on roll)
HEAD OF MATHEMATICS
SCALE 4
Required September 1984. This subject is taught to C.S.E., 'O' and 'A' level and C.S.E., and modern mathematics is also available.
Further details and application forms obtainable from the Headteacher as soon as possible, completed forms to be returned immediately.
(67699) 133416

WILTSHIRE
THE CORSHAM SCHOOL
The Tynings, Corsham, Wilts. SN13 9DF
Required for September, a well qualified and experienced teacher to be **HEAD OF MATHEMATICS** (Scale 4) for this 13 - 18 co-educational comprehensive school for pupils aged 1,250. The post fully vacuit due to retirement, and a teacher is sought who can lead and further develop well established and successful Faculty.
Application forms (returnable by Wednesday, 2nd May) and further details from the Headmaster. (55892) 133418

Scale 1 Posts

ESSEX
THE GILBERD SCHOOL
Brinkley Lane, Off Severalls Lane, Colchester CO4 4PU
(Roll 1200 - Mixed 11 - 18)
Tel: 84221
HUMANITIES, Scale 1
Graduate required for Humanities subjects, bias towards History an advantage.
Flourishing Faculty, new school, excellent facilities.
Letter of application, curriculum vitae and names of referees to Headteacher without delay (foolscap s.a.e. please). (67791) 133022

ESSEX
THE GILBERD SCHOOL
Brinkley Lane, Off Severalls Lane, Colchester CO4 4PU
(Roll 1200 - Mixed 11 - 18)
Tel: 84221
HUMANITIES, Scale 1
Graduate required for Humanities subjects, bias towards History an advantage.
Flourishing Faculty, new school, excellent facilities.
Letter of application, curriculum vitae and names of referees to Headteacher without delay (foolscap s.a.e. please). (67791) 133022

Mathematics

Heads of Department

LONDON
ST. URSULA'S CONVENT RC GIRLS' COMPREHENSIVE SCHOOL
(Voluntary Aided)
Croom's Hill, Greenwich, SE10 8ER
Tel: 858 4613
(11 - 18, roll: 575 with 100 in the Sixth Form)
Required for September a suitably qualified and experienced teacher to be Head of Mathematics (Scale 3). The department is responsible for courses to CSE, GCE 'O' and 'A' and University entrance levels.
Please ring the Headmistress enclosing curriculum vitae, names of two referees and a copy of recent testimonial, or phone the school for an application form. (55651)

NORFOLK
HEWETT SCHOOL
Cecil Road, Norwich NR1 2QN
SCALE 4 HEAD OF MATHEMATICS
Required for September 1984 a vigorous must be able to teach A'M'F. Maths to 'A' and 'O' level and lead a strong department of twelve specialists and well established courses.
Application forms from and returned to the Head-teacher at the school. s.a.e. please. (67315) 133418

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
MEOLS COP HIGH SCHOOL
Meols Cop Road, Southport, Merseyside PR8 6JS
HEAD OF MATHEMATICS (Scale 4) required for September 1984 with ability to lead a team of staff as a Department teaching to the full ability range. Courses to C.S.E., 'O' and 'A' levels.
Application forms and further details are available on receipt of s.a.e. from the Headteacher of the school.
Closing date: 4th May 1984. (67166) 133419

SHROPSHIRE
EDUCATION COMMITTEE
LUDLOW SCHOOL
Corvedale Road, Ludlow, Shropshire
Scale 4 Head of Department required in this Rural Comprehensive School due to promotion to Deputy Head.
Application forms and further details from the Head (SAE). (67764) 133418

Scale 2 Posts and above

CAMBRIDGESHIRE
THE QUEEN'S BOYS' SCHOOL
Wisbech
Corporation Road, Wisbech, Cambs. PE13 1RF
(11 - 16 Comprehensive)
Tel: Wisbech 582364
Required for September 1984, Head Teacher: Mr. W.A. Bird
HEAD TO (REQUIRE) FOR SEPTEMBER, 1984: Teacher of Mathematics (Scale 2).
The applicant will join a large and successful department with a keen interest, ability and experience in the teaching of C.S.E., courses in the final two years. Some experience of computer would be helpful.
Further details and application forms available from the Headmaster at the above address (s.a.e. first class). Closing date 30th April 1984. (67644) 133420

ESSEX
THURSTABLE SCHOOL
Maypole Road, Tiptree, Colchester CO5 0EW
(Roll 1150 - 11 - 18)
Tel: 0621 815326
TEACHER OF MATHEMATICS
For September to all ages and abilities, with Scale 2 responsibility for Essex Achievement scheme in years 4 and 5.
Apply by letter with full c.v. and names of two referees to Headteacher as soon as possible (foolscap s.a.e. please). (67710) 133420

HERTFORDSHIRE
WATFORD GRAMMAR SCHOOL FOR GIRLS
Lady's Close, Watford WD1 3BT
Required September, Graduate to teach Mathematics throughout the school to 'O' level. Interest in Computer work an advantage. Scale 1 or 2 responsibility allowance available for the right candidate.
Application forms and further details from the Headmistress (foolscap s.a.e. please).

HAMPSHIRE
THE WYVERN SCHOOL
Botley Road, Fair Oak SO5 7DH
(1150 6th Comp Mixed N.O.R. 1150)
Mathematics (see under postings)
(67298) 133480

HERTFORDSHIRE
WATFORD GRAMMAR SCHOOL FOR GIRLS
Lady's Close, Watford WD1 3BT
Required September, Graduate to teach Mathematics throughout the school to 'O' level. Interest in Computer work an advantage. Responsibility allowance available for the right candidate.
Application forms and further details from the Headmistress (foolscap s.a.e. please).

KENT
CRANBROOK SCHOOL
Kent
Required for September 1984 a well-qualified teacher of Mathematics able to cope with a substantial amount of 'A' level work.
Cranbrook is a Voluntary Aided co-educational Upper School for 1,250 pupils with 280 Sixth Formers. There are 900 boarders and the successful candidate may be invited to become a Tutor in one of our boarding houses and exchange free board and accommodation.
This is a Scale 1 or Scale 2 post, according to qualifications and experience.
Please write or telephone the Headmaster's Secretary (0580 712316) for further details as soon as possible. (55188) 133422

NORTH TYNESIDE
METROPOLITAN BOROUGH OF TYNESIDE
EDUCATION COMMITTEE
LONGBENTON HIGH SCHOOL
Hailsham Avenue, Longbenton, Newcastle upon Tyne NE12 8ER
Headteacher: Mr. J. Burn, L.P., B.Sc., M.Ed.
Required for 1st September, 1984.
Scale 3. SECOND IN MATHEMATICS to teach up to 'A' level including 'A' and 'O' level.
Application forms are available on receipt of a s.a.e. from the Director of Education, Education Office, The Close, North Shields NE29 0SW, and should be returned to the Headteacher within two weeks of the appearance of this advertisement. (55810) 133420

OLDHAM
METROPOLITAN BOROUGH
ROYTON AND CROMPTON SCHOOL
Blackshaw Lane, Royton, Oldham
Available from September 1984 at this 11 - 18 mixed comprehensive school of about 1300 pupils.
MATHEMATICS TEACHER - SCALE 2
A graduate is required to teach throughout the school. Area of responsibility within the department negotiable, but experience of 'A' level work essential.
MATHEMATICS TEACHER - SCALE 1
A graduate is required to teach throughout the school with the prospect of 'A' level work for a suitably qualified and experienced candidate.
Application forms (sae) available from the Head at the school, to be returned by 4th May 1984. (55654) 133420

SHROPSHIRE
EDUCATION COMMITTEE
PHOENIX SCHOOL
Meeson Road, Ketley, Telford TF4 3DZ
MATHEMATICS - SCALE
Required for September 1984, experienced teacher of Mathematics to take particular responsibilities for the Departmental resources.
Application forms and further details from the Head (SAE). (55767) 133420

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
COXCLOE HIGH SCHOOL
Dilston Close, Washington NE38 0LN
(Group 11)
Required for September, 1984: **TEACHER OF MATHEMATICS (Scale 3).**
A well qualified graduate mathematician with experience to be second in charge of the Maths Department in this developing Comprehensive School.
Application forms and further details obtainable from the Headteacher at the school on receipt of a stamped self-addressed foolscap envelope to be returned to him by 27th April, 1984. (55855) 133426

WARWICKSHIRE
SOUTHAM SCHOOL
Welford Road, Southam, Leamington Spa CV47 0JW
Full-time teacher Scale 2 required from 30th April 1984 for **MATHEMATICS.** The successful applicant will be required to teach CSE 'O' and 'A' levels.
Application form and further details available from the Head at the school, (Enclose s.a.e.) (67214) 133420

CAMBRIDGESHIRE
WALTON SCHOOL
Mountetowen Avenue, Peterborough PE4 6HX
(11 - 18 Mixed Comprehensive)
Tel: Peterborough 72501
Head Teacher: Mrs. S.M. West, M.A.
GROUP 1 - TEACHER OF MATHEMATICS (Scale 1)
REQUIRED FOR SEPTEMBER, 1984:- Teacher of Mathematics (Scale 1) to work within a lively, co-operative and well established department.
Possible housing assistance.
Further details and an application form available from the Head Teacher at the above address (s.a.e. first class). Closing date 30th April, 1984. (67643) 133422

CARIBBEAN AND SIERRA LEONE
Native teachers are needed to work overseas for two years from August 1984.
For details of terms and conditions of service, see 'Expo-advert in Overseas Section. (55328)

CUMBRIA
COUNTY COUNCIL
QUEEN ELIZABETH SCHOOL
Kirkby Lonsdale, Carnforth LA6 2AJ
NOR 628, Mixed
Comprehensive, 11 - 18 with 80 boarding places
Required for September 1984, Resident assistant teacher for Mathematics to assist in the lower and middle school. It is hoped that the successful applicant will assist with boarding duties which attract free board and accommodation plus an allowance of £700 p.a.
Application forms and further particulars from the Head to whom completed forms should be returned by 30.4.84. (see please). (67813) 133028

ENFIELD
LONDON BOROUGH OF ENFIELD
ENFIELD GRAMMAR SCHOOL
Parsonage Place, Enfield, Middx.
(Founded 1558)
There will be a vacancy in September, 1985 in this Voluntary Controlled, 11 - 18, comprehensive school for **MATHEMATICS** (Scale 1), to teach mainly subjects throughout the school and Computer Studies in years 4 and 5. Applicants having a first appointment will be welcomed.
London Allowance, £643. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Applications, enclosing a curriculum vitae and the names of two references, should be made by letter to the Headmaster at the School as soon as possible. (67288) 133422

LONDON
ST. ANSELM'S RC SCHOOL
Lessingham Avenue, Grove Park, SE12 8BW
Full-time teacher Scale 2 required from 30th April 1984 for **MATHEMATICS.** The successful applicant will be required to teach CSE 'O' and 'A' levels.
Application form and further details available from the Head at the school, (Enclose s.a.e.) (67214) 133420

NEWHAM
LONDON BOROUGH OF NEWHAM
ST. BONAVENTURE'S R.C. SCHOOL
Boleyn Road, London E7 9QD
Head Teacher: Mr. G. Cragg
Number on roll: 840 (boys)
MATHS Scale 2
Required September 1984 or as soon as possible.
Mathematics specialist required to teach full range of ability and examination work for London CSE (Modes 1 and 3) and G.C.E., 'O' and 'A' level in Pure Maths, Applied Maths and Statistics. Computer Studies is available as a specialism. Some CPVE and TEC students at various levels.
Preference will be given to practicing Catholics.
London Allowance: £987.
Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 24th April, 1984.
Education Offices, 379/383 High Road, Stratford, E15 4LY.
An Equal Opportunity Employer. (55980) 133420

NORTH TYNESIDE
METROPOLITAN BOROUGH OF TYNESIDE
EDUCATION COMMITTEE
LONGBENTON HIGH SCHOOL
Hailsham Avenue, Longbenton, Newcastle upon Tyne NE12 8ER
Headteacher: Mr. J. Burn, L.P., B.Sc., M.Ed.
Required for 1st September, 1984.
Scale 3. SECOND IN MATHEMATICS to teach up to 'A' level including 'A' and 'O' level.
Application forms are available on receipt of a s.a.e. from the Director of Education, Education Office, The Close, North Shields NE29 0SW, and should be returned to the Headteacher within two weeks of the appearance of this advertisement. (55810) 133420

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Holme Lane, Cross Hills, Keighley BD20 8HS
(11 - 18 mixed comprehensive school)
Required for September 1984, a MATHEMATICS teacher throughout the school, with a considerable element of Sixth Form work. Scale 1 post.
Further details and application form available from the Headmaster at the school (s.a.e. please). (55948) 133422

SEC MATHS
continued

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER GRAMMAR SCHOOL FOR GIRLS
Frith Road, Dover CT16 2PZ
(Group 10)
Required September 1984, trained graduate to introduce 'A' level Economics and to teach Mathematics throughout this 11 - 18 comprehensive. Suitable first post, but Scale to be available for experienced teacher.
Applications with names of two referees and C.V. to the Headmistress at the school.

GRAVESHAM DIVISION
ST. JOHN'S R.C. COMPREHENSIVE SCHOOL
Rochester Road, Gravesend DA12 2UY
Roll 960
(11 - 16 years mixed
Teacher of Mathematics. Scale 2 (Second in Department) Required September 1984 to teach Mathematics throughout the school with the prospect of 'A' level work for a suitably qualified and experienced candidate.
Application forms (sae) available from the Head at the school, to be returned by 4th May 1984. (55654) 133420

SHROPSHIRE
EDUCATION COMMITTEE
PHOENIX SCHOOL
Meeson Road, Ketley, Telford TF4 3DZ
MATHEMATICS - SCALE
Required for September 1984, experienced teacher of Mathematics to take particular responsibilities for the Departmental resources.
Application forms and further details from the Head (SAE). (55767) 133420

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
COXCLOE HIGH SCHOOL
Dilston Close, Washington NE38 0LN
(Group 11)
Required for September, 1984: **TEACHER OF MATHEMATICS (Scale 3).**
A well qualified graduate mathematician with experience to be second in charge of the Maths Department in this developing Comprehensive School.
Application forms and further details obtainable from the Headteacher at the school on receipt of a stamped self-addressed foolscap envelope to be returned to him by 27th April, 1984. (55855) 133426

WARWICKSHIRE
SOUTHAM SCHOOL
Welford Road, Southam, Leamington Spa CV47 0JW
Full-time teacher Scale 2 required from 30th April 1984 for **MATHEMATICS.** The successful applicant will be required to teach CSE 'O' and 'A' levels.
Application form and further details available from the Head at the school, (Enclose s.a.e.) (67214) 133420

NEWHAM
LONDON BOROUGH OF NEWHAM
ST. BONAVENTURE'S R.C. SCHOOL
Boleyn Road, London E7 9QD
Head Teacher: Mr. G. Cragg
Number on roll: 840 (boys)
MATHS Scale 2
Required September 1984 or as soon as possible.
Mathematics specialist required to teach full range of ability and examination work for London CSE (Modes 1 and 3) and G.C.E., 'O' and 'A' level in Pure Maths, Applied Maths and Statistics. Computer Studies is available as a specialism. Some CPVE and TEC students at various levels.
Preference will be given to practicing Catholics.
London Allowance: £987.
Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 24th April, 1984.
Education Offices, 379/383 High Road, Stratford, E15 4LY.
An Equal Opportunity Employer. (55980) 133420

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
RUTLISH SCHOOL
Watery Lane, London SW20 8JU
Headteacher: Mr. R.B. Coyle, B.A.
Tel: 542 1212
Age Range: 13 - 18 yrs.
No. on Roll: 803
LONDON ALLOWANCE
CLOSING DATE: 27th April, 1984
Wanted for September for a vacancy for a graduate teacher of **MATHEMATICS** to work in a department which is particularly strong one, with 90 boys taking 'A' level Maths last year. The successful candidate will be able to help develop and foster pupils' interest, ability and experience in Mathematics. A scale II is available to an experienced candidate.
Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Director of Education, Education House, London Road, Morden SM4 5DX. Please enclose a stamped addressed envelope. (55630) 133420

NEWHAM
LONDON BOROUGH OF NEWHAM
ST. BONAVENTURE'S R.C. SCHOOL
Boleyn Road, London E7 9QD
Head Teacher: Mr. G. Cragg
Number on roll: 840 (boys)
MATHS Scale 2
Required September 1984 or as soon as possible.
Mathematics specialist required to teach full range of ability and examination work for London CSE (Modes 1 and 3) and G.C.E., 'O' and 'A' level in Pure Maths, Applied Maths and Statistics. Computer Studies is available as a specialism. Some CPVE and TEC students at various levels.
Preference will be given to practicing Catholics.
London Allowance: £987.
Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 24th April, 1984.
Education Offices, 379/383 High Road, Stratford, E15 4LY.
An Equal Opportunity Employer. (55980) 133420

NORTH TYNESIDE
METROPOLITAN BOROUGH OF TYNESIDE
EDUCATION COMMITTEE
LONGBENTON HIGH SCHOOL
Hailsham Avenue, Longbenton, Newcastle upon Tyne NE12 8ER
Headteacher: Mr. J. Burn, L.P., B.Sc., M.Ed.
Required for 1st September, 1984.
Scale 3. SECOND IN MATHEMATICS to teach up to 'A' level including 'A' and 'O' level.
Application forms are available on receipt of a s.a.e. from the Director of Education, Education Office, The Close, North Shields NE29 0SW, and should be returned to the Headteacher within two weeks of the appearance of this advertisement. (55810) 133420

OLDHAM
METROPOLITAN BOROUGH
ROYTON AND CROMPTON SCHOOL
Blackshaw Lane, Royton, Oldham
Available from September 1984 at this 11 - 18 mixed comprehensive school of about 1300 pupils.
MATHEMATICS TEACHER - SCALE 2
A graduate is required to teach throughout the school. Area of responsibility within the department negotiable, but experience of 'A' level work essential.
MATHEMATICS TEACHER - SCALE 1
A graduate is required to teach throughout the school with the prospect of 'A' level work for a suitably qualified and experienced candidate.
Application forms (sae) available from the Head at the school, to be returned by 4th May 1984. (55654) 133420

CAMBRIDGESHIRE
WALTON SCHOOL
Mountetowen Avenue, Pe

SECONDARY MATHS
continued

NORTH YORKSHIRE

COUNTY COUNCIL
ST AIDAN'S HIGH SCHOOL
Oatlands Drive, Harrogate
HG2 8JR
(Co-educational Comprehensive)
TEACHER OF MATHEMATICS
Required for September 1984 Assistant Teacher of MATHEMATICS (Scale 1) to teach mathematics at all levels throughout the school; a willingness to teach A'level statistics would be advantage.
Letters of application, together with the names and addresses of two referees and a curriculum vitae, should be sent as soon as possible direct to the Headmaster at the school. (353949) 133422

NORTHAMPTONSHIRE

WOLLASTON SCHOOL
Irchester Road, Wollaston,
Wellingborough,
Northants. NN9 7PH
Required September 1984.
TEACHER OF MATHEMATICS (SCALE 1)
at this fully developed seven form entry comprehensive school.
Teaching throughout the school with early specialisation of sixth form work. Mathematics is taught in sets after the first term.
Applications by letter with full curriculum vitae and names and addresses of two referees to the Headmaster at the school. Teacher visits are welcome (SAE please). Closing date 4 May. (35865) 133422

NORTHAMPTONSHIRE

LODGE PARK SCHOOL
Stanland Way, Corby,
Northants NN17 2JH
Lodge Park is a Group 11 comprehensive school on the outskirts of Corby New Town.
TEACHER OF MATHEMATICS (SCALE 1) is required for September, preferably able to share in A-level work, but willing to teach all levels of ability; new SMP material for First Forms will be extended throughout the School; involvement in Computer Studies would be very welcome. Energy and enthusiasm are assured in this close-knit department.
Please send curriculum vitae, and names of referees to the Headmaster. Job description will be sent on return (SAE please). (67350) 133422

OLDHAM
METROPOLITAN BOROUGH

NORTH CHADDERTON SCHOOL
Chadderton Hall Road,
Chadderton, Oldham
Available from September 1984 at this 11 - 16 mixed comprehensive of about 1400 pupils:
MATHEMATICS TEACHER - SCALE 1.
Graduate required to teach throughout the school. 15 plus and CSE examinations are taken by all pupils completing a five year course, approximately 50% taking the 16 plus examination. 'A' level courses include Maths with Mechanics, Maths with Statistics and Further Mathematics. A substantial amount of upper school work, including 6th form would be suitable for suitable candidate. Computer programming is taught as a 6th form option.
Please apply by letter directly to the Headmaster, including a full c.v. and details of two referees. Further particulars are available, for which an sae is required. (52668) 133422

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

TEDDINGTON SCHOOL
Broom Road, Teddington,
Middlesex TW11 9PT
(Comprehensive, 840 boys aged 11 - 16. Becoming co-educational September)
Headmaster: J.R.W. Oliver, M.A.
Required for May or September 1984 TEACHER OF MATHEMATICS (Scale 1 plus Outer London Allowance of £646 per annum).
This full-time ESTABLISHED post is available for a suitably qualified and experienced teacher. Applications from temporary full-time or part-time post for the summer term only will also be considered.
The Mathematics department, which has its own suite of classrooms, has a tradition of excellent examination results.
The school is in a very attractive area with its own grounds extending to the bank of the River Thames.
Please apply IMMEDIATELY by telephone (01-943 0032) for application to the Headmaster, giving qualifications, experience and the name and address of at least one referee (58674) 133422

SEFTON

METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
CHESTERFIELD HIGH SCHOOL
Scarisbrick New Road, Crosby, Liverpool L23 8TW
(11 - 16 mxd. comp. 1200 on roll)
TEMPORARY TEACHER OF MATHEMATICS (Scale 1) required for September 1984 for one year to cover secondment. Ability to teach subject in Lower and Middle School.
Application forms and further details are available on receipt of sae from the Headteacher of the school, to whom completed forms must be returned.
Closing date: 4th May 1984. (67167) 133422

SHROPSHIRE
EDUCATION COMMITTEE

PHOENIX SCHOOL
Manor Road, Dawley,
Telford TF4 3BG
MATHEMATICS - SCALE 1
Required for September 1984 to teach Mathematics across the age and ability range.
Application forms and details from the Head (SAE). (58768) 133422

SHROPSHIRE
EDUCATION COMMITTEE

PRIORY SCHOOL
London Road
Shrewsbury SY2 6PE
4 F.E. Mixed 11 - 16 full ability
Required for September 1984, a teacher of Mathematics (Scale 1) to ordinary level.
Further details and application forms available from the Head at the school (SAE). (67698) 133422

WILTSHIRE

EDUCATION COMMITTEE
WOOTTON BASSETT SCHOOL
Lime Kiln, Wootton Bassett, Swindon SN4 7HD
A Scale 1 teacher of Mathematics required to teach throughout this 11 - 18 Co-educational Comprehensive School for 1400 pupils (of whom 180 are in the Sixth Form).
Applications should be made by letter to the Headmaster at the school, enclosing the names and addresses of two referees. (SAE please). (67188) 133422

WILTSHIRE

ST. JOSEPH'S SCHOOL
Laverstock, Salisbury
11 - 16 Mixed Sec. Mod. School
N.O.R. 340, Group 6
Tel: 0722 335386
Scale 1 Teacher of Mathematics required for September 1984. Opportunities for C.S.E. and/or O level work. Ability to offer R.E. (Catholic candidates) or Business Studies an advantage.
Further details available from the Headmaster to whom letters of application should be sent with full c.v. and names of two referees.
Closing date 4th May. (67177) 133422

SHROPSHIRE
EDUCATION COMMITTEE

CHURCH STRETTON SCHOOL
Shrewsbury Road, Church Stretton SY6 6EX
Scale 1 teacher of Mathematics for September 1984, required to teach throughout the School.
Application forms and details from the Head (SAE). (67344) 133422

SUFFOLK

COUNTY COUNCIL
ST ALBANS R.C. HIGH SCHOOL
Disby Road, Ipswich IP4 3NJ
11 - 16 mixed comprehensive roll 498
Required September 1984, a suitably qualified teacher of Mathematics keen to Practising Catholic preferred.
Details and application forms from the Headmaster at the school (s.a.e. please). Closing date 4th May. (55871) 133422

STAFFORDSHIRE
EDUCATION COMMITTEE

TEACHERS OF MATHEMATICS
Required for September 1984 the following schools:
BIRCHES HEAD HIGH SCHOOL
Birches Head Road,
Hanley, Stoke-on-Trent ST1 2LP
A well qualified teacher is required to teach at all levels up to and including C.S.E. and 'O' level. Knowledge of Computer Studies would be an advantage.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
EDENSOR HIGH SCHOOL
Greendock Street,
Longton, Stoke-on-Trent ST3 2NA
An assistant teacher is required to teach the whole ability range up to 'O' level.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
BLURTON HIGH SCHOOL
Beaconsfield Drive,
Blurton, Stoke-on-Trent ST3 3JD
Teaching will mainly be in the lower school although possibility of examination work for suitably candidate.
Application forms and further details obtainable from and returnable to the Headteacher at the school (s.a.e.).
SIR THOMAS BOUGHEY HIGH SCHOOL
Station Road, Richmond,
Stoke on Trent ST6 4AF
A well qualified teacher is required to teach at all levels up to and including High School. An interest in Computer Studies and/or Computer Studies would be helpful.
Application forms and further details obtainable from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (67344) 133422

MIDDLESEX

REQUIRED for September: Graduate to teach Mathematics at all levels. Opportunity to help with Computing also available.
Salary: Burnham (Outer London) plus Hampton Supplement.
Further details available. Applications with details of education and names of two referees to The Headmaster, Hampton High School, Hanworth Road, Hampton, Middx. TW12 3HD. (55633) 133422

Modern Languages
Heads of Department

BEXLEY

LONDON BOROUGH
CHISLEHURST & SIDCUP GRAMMAR SCHOOL
Hurst Road, Sidcup, Kent DA15 9AC
Tel: 01-300 6311
Required for September 1984, graduate teacher as HEAD OF GERMAN DEPARTMENT. Scale 3. Good facilities for 'O' and 'A' level work.
Application form and job description from the Headmaster.
L.A.A. £645. Assistance with removal expenses, legal fees and disturbance allowance can be considered. (55885) 133618

ESSEX

ST. BENEDICT'S R.C. COMPREHENSIVE SCHOOL
Norman Way, Colchester CO3 0JB
(Roll 650)
Tel: Colchester 549222
HEAD OF MODERN LANGUAGES. Scale 3/3
Required in September 1984 for this 11 - 16 F.E. Catholic Comprehensive. A French Teacher and a German Teacher established department with courses leading to GCE and CSE. Scale 2 or 3 according to experience.
Details (foolscap s.a.e. please): (67708) 133618

HERTFORDSHIRE

ORANGE PARK SCHOOL
London Road, Bushey, Watford
All ability, boys' school, 11 - 18
Required September, Head of Modern Languages. Scale 3 plus London Fringe Allowance £659.
Apply or letter to Acting Head giving curriculum vitae and names and addresses of two referees. (67322) 133618

MERTON
LONDON BOROUGH OF

EDUCATION COMMITTEE
WILLOWS HIGH SCHOOL
Central Road, Morden, Surrey SM4 5SE
Headteacher: Miss W.H. Eilkin
Tel: 01-648 4993
Age Range: 13 - 18 yrs.
No. on Roll: 542
LONDON ALLOWANCE: £987
CLOSING DATE: 27th April, 1984
Required for SEPTEMBER 1984, A Graduate as Head of Modern Languages (Scale 4) in this co-educational comprehensive school for girls. French and German are taught at present with some Spanish in the sixth form.
Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Director of Education, Station House, London Road, Morden, Surrey. Please enclose a stamped, addressed envelope. (55688) 133618

MID GLAMORGAN

COUNTY COUNCIL
EDUCATION DEPARTMENT
TEACHER IN CHARGE OF MODERN LANGUAGES
CWMCARN HIGH SCHOOL
Cwmcarn, Gwent
COMPREHENSIVE SCHOOL
HEAD OF MODERN LANGUAGES
Enthusiastic good honours graduate in French, experienced in teaching the subject to advanced level (preferably with supporting qualifications in German) to consolidate recent initiatives in graded tests and (future) teaching and RSA provided dynamic leadership in a large department with sound basic German and Spanish sections. Candidates will be expected to have near-native fluency in their Foreign Language(s) as must be willing to assume responsibility for the development of pupil correspondence and exchange links with France, Spain.
Application forms to be returned by 30th April, 1984 together on receipt of a stamped, self-addressed envelope from the Director of Education, District Education Office, Pontllanfraith House, Blackwood, Gwent NP2 2YD.
Closing date 4th May, 1984.
S.E. Rowlands, Director of Education. (67173) 133618

STAFFORDSHIRE

STAFFORDSHIRE EDUCATION COMMITTEE
BLESSED WILLIAM HOWARD R.C. (A) HIGH SCHOOL
Rowley Avenue, Stafford ST17 9AE
Required as soon as possible a graduate to teach FRENCH to CSE/GCE (Scale 4). An ability to teach both French and German with French to 'A' Level essential.
Application forms and further details obtainable from the Clerk to the Governors at the school (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (67248) 133618

SUFFOLK

COUNTY COUNCIL
DENEFORD HIGH SCHOOL
Yarmouth Road, Lowestoft NR32 4AB
13 - 18: 985 pupils
Required for September, 1984, a suitably qualified and experienced teacher as Head of Modern Languages. Scale 3. Applicants should be able to teach both French and German to 'O' level and either subject to 'A' level.
Application forms and further details available from the Headteacher at the school concerned (s.a.e.), to whom completed forms should be returned. (67691) 133618

SURREY

EDUCATION COMMITTEE
HINCHLEY WOOD SCHOOL
Hutchison Ride, Hinchley Wood, Esher KT10 0SR
(12 - 16 Mixed Comp. NOR. 1350)
HEAD OF MODERN LANGUAGES Scale 3 required September 1984 to teach FRENCH and GERMAN. Graduates preferred.
Contact Area Education Office Tel. Weybridge 43811 (55306) 133618

Scale 2 Posts and above

DUDLEY
METROPOLITAN BOROUGH

WINDSOR HIGH SCHOOL
Richmond Street,
Halesowen, West Mids.
B63 4HB
(12 - 16 co-ed. comp. Group 10)
Required September a GRADUATE FRENCH MASTER to be senior Modern Languages Teacher, Scale 3, working within Languages Studies Faculty and with responsibility for developing comprehensive schools Applicants should be able to offer French and German with interest in developing courses across a wide range of ability.
Application forms on receipt of SAE from Director of Education, Dudley MBC, St. James's Road, Dudley, West Midlands DY1 1HZ to be returned by Friday 4th May. (67671) 133620

ESSEX

THE SANDON SCHOOL
Moulsham Drive, Chelmsford CM1 2AU
(Roll 1400)
Tel: 53611/4
FRENCH Scale 2
Required September 1984, an experienced Teacher able to teach the whole range 11 - 18, to help with Junior German on a part-time basis.
Apply by letter to the Headteacher with c.v. and names of two referees.
Scale 1 Posts

BERKSHIRE

THE BULMERSHE SCHOOL
Chequers Way, Woodley, Reading RG5 4UR
N.O.R.: 1420
Required September, 1984. Teacher of French. Scale 1. Apply in writing enclosing C.V. and S.A.E. Closing date 30/4/84.
An EQUAL OPPORTUNITY EMPLOYER. (55863) 133622

BERKSHIRE

FURZE PLATT COMPREHENSIVE SCHOOL
Furze Platt Road,
Maidenhead, Berks. SL6 7NQ
N.O.R.: 1050
Required September, Assistant Teacher (Scale 1) for FRENCH. Preference will be given to applicants able to offer also GERMAN and/or LATIN. French and German are taught at 'A' level and where appropriate to Oxbridge ability in Latin to 'O' level. An ability to help with foreign visits/exchanges an advantage.
Apply immediately by letter to the Headmaster stating age, qualifications, experience and other relevant information, and naming two referees. Closing date: 23 April.
AN EQUAL OPPORTUNITY EMPLOYER. (67723) 133622

EAST SUSSEX

SEAFORD HEAD SCHOOL
Arundel Road, Seaford BN25 4LX
Comprehensive mixed, 11 - 18. Roll: 1,150
Required from September: Teacher of French with some German (Scale 1) to share in the work of a flourishing department.
Relocation grants available in approved cases.
Application forms and further particulars from the Headteacher (SAE please). Closing date 27th April. (67698) 133622

ESSEX

THE GILBERD SCHOOL
Brinsley Lane, Off Severalls Lane, Colchester CO4 4SU
(Roll 1200: Mixed 11 - 18)
SCALE 3 MODERN LANGUAGES. Scale 1 September 1984. An enthusiastic graduate able to offer German to 'A' level with some French. Large modern languages department.
Letter of application, curriculum vitae and names of referees (without delay (foolscap s.a.e. please).
WILLIAM DE FERRERS SCHOOL
Trinity Square, South Woodham Ferrers CM3 5JU
(Roll 410)
Chelmsford 329558
TEACHER OF FRENCH AND GERMAN. Scale 1
Required for September 1984, qualified teacher. This is a developing 11 - 18 comprehensive school with 1 3rd sixth form (400). Application forms from Headteacher (s.a.e. please).
Closing date 4th May. (57873) 133622

GLOUCESTERSHIRE

CHOSEN HILL SCHOOL
Brookfield Avenue,
Churchdown, Gloucester GL3 2PR
(11 - 18 Comprehensive 1560 on roll)
Required for September, Head of Music (Scale 3) with responsibility for developing musical activities and the whole range of music to 'O' and 'A' level. Excellent purpose built accommodation.
Further details available from the Headmaster (S.A.E. please) to whom applications should be sent as soon as possible. Interviews will be held in mid-May.
Gloucestershire is an equal opportunities employer and welcomes applications from candidates of any race, sex, creed or disability, unless otherwise stated. (55846) 133622

OXFORDSHIRE

COUNTY COUNCIL
FARINGDON SCHOOL
Shrivenham Road,
Faringdon, Oxfordshire SN7 7HJ
(11 - 18 Comprehensive 1,100 on roll)
Required for September, 1984, a teacher of Spanish or German and French to share the teaching of these subjects throughout the age and ability range and for the development of co-curricular activities, and to contribute generally to the academic life of the school.
Further particulars of the school are available from the Headmaster to whom letters of application, with curriculum vitae and the names of two referees should be sent as soon as possible.
Application forms should be returned to the Headteacher enclosing a stamped addressed envelope. (55640) 133622

OXFORDSHIRE

COUNTY COUNCIL AND BURNHAM COMMITTEE
COMMUNITY COLLEGE
Cholsey Lane, Cholsey
OX10 9PU
Required for September, 1984 a teacher of Spanish or German and French to share the teaching of these subjects throughout the age and ability range and for the development of co-curricular activities, and to contribute generally to the academic life of the school. Excellent purpose built accommodation.
Apply to the Headmaster IN WRITING and naming two referees as soon as possible. S.A.E. please. (67305)

SHROPSHIRE
EDUCATION COMMITTEE

WROCKWARDINE WOOD SCHOOL
New Road, Wrockwardine Wood, Telford TF2 0JZ
Scale 1
Required for September teacher of Modern and Languages (German, French
Information from and returnable to the Headteacher (SAE) to two weeks after the last appearance of this advertisement. (67691) 133622

STAFFORDSHIRE
EDUCATION COMMITTEE
BLESSED WILLIAM HOWARD R.C. (A) HIGH SCHOOL
Rowley Avenue, Stafford ST17 9AE
Scale 1 teacher of GERMAN required to teach FRENCH and GERMAN throughout the school from September, 1984 in the Modern Languages Department. Computer facilities established.
Further details and application forms obtainable from the Headteacher (SAE) to whom completed forms should be returned by 27th April, 1984. (67691) 133622

SUFFOLK

COUNTY COUNCIL
ST. ALBANS R.C. HIGH SCHOOL
Disby Road, Ipswich IP4 3NJ
11 - 16 mixed comprehensive roll 498
Required September 1984, a suitably qualified teacher of Mathematics keen to Practising Catholic preferred.
Details and application forms from the Headmaster at the school (s.a.e. please). Closing date 4th May. (55871) 133422

Scale 1 Posts

BERKSHIRE

THE BULMERSHE SCHOOL
Chequers Way, Woodley, Reading RG5 4UR
N.O.R.: 1420
Required September, 1984. Teacher of French. Scale 1. Apply in writing enclosing C.V. and S.A.E. Closing date 30/4/84.
An EQUAL OPPORTUNITY EMPLOYER. (55863) 133622

BERKSHIRE

FURZE PLATT COMPREHENSIVE SCHOOL
Furze Platt Road,
Maidenhead, Berks. SL6 7NQ
N.O.R.: 1050
Required September, Assistant Teacher (Scale 1) for FRENCH. Preference will be given to applicants able to offer also GERMAN and/or LATIN. French and German are taught at 'A' level and where appropriate to Oxbridge ability in Latin to 'O' level. An ability to help with foreign visits/exchanges an advantage.
Apply immediately by letter to the Headmaster stating age, qualifications, experience and other relevant information, and naming two referees. Closing date: 23 April.
AN EQUAL OPPORTUNITY EMPLOYER. (67723) 133622

EAST SUSSEX

SEAFORD HEAD SCHOOL
Arundel Road, Seaford BN25 4LX
Comprehensive mixed, 11 - 18. Roll: 1,150
Required from September: Teacher of French with some German (Scale 1) to share in the work of a flourishing department.
Relocation grants available in approved cases.
Application forms and further particulars from the Headteacher (SAE please). Closing date 27th April. (67698) 133622

SECONDARY MODERN LANGUAGES
continued

SURREY

EDUCATION COMMITTEE
EWELL HIGH SCHOOL
West Ewell
(12 - 18 Mixed Comp. Nor 890, inc. 180 Sixth Form)
TEMPORARY FRENCH Scale 1 teacher required from April 1984 for Summer Term (one year).
Application forms and further details from Head, Reigate 46811. (55987) 133622

Music
Heads of Department

AVON COUNTY

ST. GEORGE SCHOOL
Russell Town Avenue, Bristol BS5 9JA
Required from 1st September 1984, well qualified and experienced teacher of Music to be Head of Department and up to and including 'A' level. An enthusiast is sought who will organise Music throughout the school including the valuable work of peripatetic staff. Scale 3/4 according to qualifications and experience).
Letters of application to the Headteacher immediately giving full details of qualifications, experience and names of two referees, enclosing s.a.e.
Avon is an equal opportunity employer. (55960) 133618

Scale 1 Posts

BRADFORD

CITY OF BRADFORD
METROPOLITAN COUNCIL
CARLTON-BOLLING SCHOOL
Required for 1 September 1984, temporary one year, Teacher of Music, Scale 1 on the basis of an experienced teacher with a rapidly developing Department. There is a strong Girls' Choir and Scale 1 Department enjoys the integration of other specialist staff not timetabled to teach in it.
The school has cultural diversity deriving from Asian and there are many different musical traditions which could be exploited in the teaching of music throughout the school.
The successful applicant will teach to CSE, 'O' and 'A' Level.
The school has a number of interesting community initiatives and the ability to contribute on the work of the department.
Application forms are available from the Headteacher, Mervyn Fleckno, at the Carlton-Bolling School, Cutler Lane, Bradford BD3 0DU. Tel: 0532 732311 (answering service) to whom completed forms should be returned by 30 April, 1984.
Applications are welcomed from candidates of any race, sex, religion or disability, unless otherwise stated. (55846) 133822

BUCKINGHAMSHIRE

Beaconsfield/Chiltern Area
DR CHALLONER'S GRAMMAR SCHOOL
Chesham Road, Amersham HP6 5HA
Required for September 1984 an enthusiastic and well qualified teacher of Music to assist in a flourishing department (3 specialist teachers) and to teach to 'O' and 'A' level. Scale post available for suitably experienced teacher but young graduates seeking their first appointment are encouraged to apply.
Please apply by letter to the Headteacher enclosing a full curriculum vitae and the names of two referees. (55943) 133822

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
WHITCLIFFE MOUNT SCHOOL
Turnastead Avenue,
Cleckheaton, West Yorkshire BD19 3AG Ref: 484
(13 - 18 (700 plus Vth Form) co-education
Required for September 1984, a Teacher of Music, Scale 3, to be responsible for teaching the subject throughout the age and ability range and for the development of co-curricular activities, and to share responsibility for the pastoral care of the school.
Application forms and further particulars from the Headteacher (SAE please) to whom completed forms should be returned within 14 days of this advertisement. (55957) 133822

WOLVERHAMPTON

BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September 1984:
COPPICE HILLS SCHOOL
HEAD OF MUSIC SCALE 3
The successful candidate will be expected to continue a long tradition of high quality music making both within the classroom and to demonstrate an awareness of recent developments in Music Education.
There is a Group 12 comprehensive school with excellent facilities and is situated in a pleasant area of the borough.
Application forms and further details are available from the Education Department, Civic Centre, North Street Square, Wolverhampton WV1 1RT to whom they should be returned within 14 days of this advertisement. (SAE please).
Wolverhampton is an equal opportunities employer and vacancies are open to both sexes, all races and registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy. (55965) 133818

Scale 1 Posts

BRADFORD

CITY OF BRADFORD
METROPOLITAN COUNCIL
CARLTON-BOLLING SCHOOL
Required for 1 September 1984, temporary one year, Teacher of Music, Scale 1 on the basis of an experienced teacher with a rapidly developing Department. There is a strong Girls' Choir and Scale 1 Department enjoys the integration of other specialist staff not timetabled to teach in it.
The school has cultural diversity deriving from Asian and there are many different musical traditions which could be exploited in the teaching of music throughout the school.
The successful applicant will teach to CSE, 'O' and 'A' Level.
The school has a number of interesting community initiatives and the ability to contribute on the work of the department.
Application forms are available from the Headteacher, Mervyn Fleckno, at the Carlton-Bolling School, Cutler Lane, Bradford BD3 0DU. Tel: 0532 732311 (answering service) to whom completed forms should be returned by 30 April, 1984.
Applications are welcomed from candidates of any race, sex, religion or disability, unless otherwise stated. (55846) 133822

NEWHAM

LONDON BOROUGH OF NEWHAM
STRATFORD SCHOOL
Upton Lane, London E7 9PR
Tel: 01-534 5544 Ext. 25
Number on roll: 1060
TEMPORARY TEACHER OF MUSIC to cover maternity leave Scale 1.
Required May 1984.
Applications to teach another subject would be an advantage.
Allowance £987 plus Social Priority Allowance £645.
Application forms (s.a.e. please) available from Head Teacher to whom completed forms should be returned by 27th April, 1984. (67212) 133822

NEWHAM

LONDON BOROUGH OF NEWHAM
STRATFORD SCHOOL
Upton Lane, London E7 9PR
Number on roll: 1060
TEMPORARY TEACHER OF MUSIC to cover maternity leave Scale 1.
Required May 1984.
Applications to teach another subject would be an advantage.
Allowance £987 plus Social Priority Allowance £645.
Application forms (s.a.e. please) available from Head Teacher to whom completed forms should be returned by 27th April, 1984. (67212) 133822

OXFORDSHIRE

COUNTY COUNCIL AND BURNHAM COMMITTEE
COMMUNITY COLLEGE
Cholsey Lane, Cholsey
OX10 9PU
Required for September, 1984 a teacher of Spanish or German and French to share the teaching of these subjects throughout the age and ability range and for the development of co-curricular activities, and to contribute generally to the academic life of the school. Excellent purpose built accommodation.
Apply to the Headmaster IN WRITING and naming two referees as soon as possible. S.A.E. please. (67305)

SHROPSHIRE
EDUCATION COMMITTEE

WROCKWARDINE WOOD SCHOOL
New Road, Wrockwardine Wood, Telford TF2 0JZ
Scale 1
Required for September teacher of Modern and Languages (German, French
Information from and returnable to the Headteacher (SAE) to two weeks after the last appearance of this advertisement. (67691) 133622

STAFFORDSHIRE
EDUCATION COMMITTEE
BLESSED WILLIAM HOWARD R.C. (A) HIGH SCHOOL
Rowley Avenue, Stafford ST17 9AE
Scale 1 teacher of GERMAN required to teach FRENCH and GERMAN throughout the school from September, 1984 in the Modern Languages Department. Computer facilities established.
Further details and application forms obtainable from the Headteacher (SAE) to whom completed forms should be returned by 27th April, 1984. (67691) 133622

NEWHAM

LONDON BOROUGH OF NEWHAM
STRATFORD SCHOOL
Upton Lane, London E7 9PR
Number on roll: 1060
TEMPORARY TEACHER OF MUSIC to cover maternity leave Scale 1.
Required May 1984.
Applications to teach another subject would be an advantage.
Allowance £987 plus Social Priority Allowance £645.
Application forms (s.a.e. please) available from Head Teacher to whom completed forms should be returned by 27th April, 1984. (67212) 133822

EALING

LONDON BOROUGH
EALING SERVICE
DORMERS WELLS HIGH SCHOOL
Dormers Wells Lane, Southall UB1 3HZ
Required from 2 June 1984 on a temporary contract only for the vacancy created by maternity leave a teacher of Music.
London Weighting £987 plus
Application forms from the Chief Education Officer, Headteacher's Room, 75 The Broadway, Ealing Road, London W5 5JU (SAE) to be returned by 26th April 1984. (55661) 133822

HAVERING

LONDON BOROUGH OF HAVERING
THE CAMPION SCHOOL
Hornchurch Lane, Hornchurch RM11 3BX
(Roll 750 Boys - Sixth Form 160)
Voluntary Aided R.C. 11 - 18 School
Tel: Hornchurch 52332
Headteacher: Dr. J.P. Shotton, B.Sc., Ph.d., DIC.
Required for September 1984, a graduate teacher of Music to help with the development of the department across the age and ability range and to contribute to 'O' and 'A' level courses. The school has a flourishing choir, orchestra and choir and applications with special interest in choral work will be welcomed.
Letters of application giving full curriculum vitae and quoting two referees should be sent to the Headteacher at the school. (67236) 133822

Scale 1 Posts

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
BOYNTON UPON HULL DIVISION
PERIPATETIC MUSIC SERVICE
Required as soon as possible (at any time) a violin-viola teacher for 2½ days per week within the County. A temporary time Tuba teacher for 2½ days per week is also required. Temporary appointment is expected to lead to the permanent holding of the post.
The successful applicants will join a talented team of peripatetic instrumental teachers and should have performing or teaching diplomas from a recognised College/Academy of Music and/or University degree with emphasis on the practical side of music. Duties will include teaching beginners in the age range 7 - 18 years to A-level/Diploma level, and also some involvement with the City's Orchestras and Bands.
Application forms available from the Divisional Education Office, Prospect House, Prospect Street, Hull HU2 8PJ, should be returned by 27th April, 1984. (67212) 133822

HUMBERSIDE

EDUCATION COMMITTEE
GRIMSBY DIVISION
WESTERN COMPREHENSIVE SCHOOL
Cambridge Road, Grimsby
Required for September, 1984: HEAD OF HOUSE. Scale 2. A suitably experienced and qualified teacher required to be responsible for the pastoral welfare of children across the age range 12 - 16.
The school is well equipped and pleasantly situated on the outskirts of Grimsby.
Application forms and further information obtainable from the Head Teacher at the school to whom completed forms should be returned within 10 days of this advertisement. (55957) 134018

BRENT

LONDON BOROUGH OF BRENT
CONVENT OF JESUS AND MARY HIGH SCHOOL
Crownhill Road, NW10 4EP
(Roll: 956, 13 - 18)
Required from September - A well qualified and experienced teacher ... Head of Physical Education (Scale 3) to lead a team of teachers in well developed department.
London Allowance of £987 per annum is payable.
Brent is fundamentally committed to a Multi-Cultural Education.
Application forms (SAE) obtainable from the Headteacher (returnable by 27th April. (67193) 134018

BUCKINGHAMSHIRE

BEACONSFIELD/CHILTERN AREA
HOLTSPUR SCHOOL
Wentworth Avenue, Beaconsfield HP9 1LS
SECONDARY SCHOOL
Aylesbury End, Beaconsfield HP9 1LS
Head: W.W. Davies, B.A.
(11 - 16 mxd. 650 (Nilgrad))
Required for September 1984 a well-qualified teacher for this 4+v mxd which demands skill, enthusiasm, commitment and sound experience in pastoral work.
Application forms and further details from the Headmaster. S.a.e. please. (67291) 134018

Scale 2 Posts and above

HAMPSHIRE

THE WYVERN SCHOOL
Botley Road, Fair Oak
(11 - 16 Comp Mixed N.O.R. 1150
Scale 2 Pastoral and Mathematics. Second in charge Computer Studies an advantage.
Letter of application with full curriculum vitae, names and addresses of two educational referees and S.A.E. to Headteacher. (67288) 134020

EAST SUSSEX

HOVE PARK SCHOOL
Old Shoreham Road, Hove BN3 7BN
Comprehensive mixed 11 - 18
(Roll 750 Boys + Sixth Form 180)
Required from September, 1984 a graduate experienced Head of PE (Scale 4) to teach and organise all aspects of the subject throughout the age and ability range. The successful applicant will lead a large and flourishing team and will be in charge of boys' and girls' games.
Relocation grants available in appropriate cases.
Applications with CV and the names of two referees to the Headteacher as soon as possible. (59645) 134018

Scale 2 Posts and above

CUMBRIA COUNTY COUNCIL
WYNDHAM SCHOOL
(11 - 18 2DP)
1,170 Mixed Comprehensive. (NOR 1,170 inc. 160 16 6th Form. Required in September, 1984. Scale 2 Teacher of PE for Girls. Successful applicant will take active part in extra curricula sports (special interest Rackets, Netball and Rounders) and also be responsible for either 4th or 5th year PE curriculum.
Further details/application forms (sae please) from Head, returnable 27th April, 1984. (55202)

Physical Education
Heads of Department

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
ROBERT CLACK COMPREHENSIVE SCHOOL
Chadwell Heath Lane North, Chadwell Heath, Romford RM6 4XU
Required for September 1984, a teacher to be responsible for the organisation of GIRLS' PHYSICAL EDUCATION and GAMES.
Scale 3 possible for suitably qualified and experienced candidate. This is a temporary post covering Maternity leave, Scale 2 in charge of Sports Hall, gymnasium and playing fields.
London Allowance £645.
Application forms (large SAE) obtainable from the Headmaster, to whom they should be returned as soon as possible. (67263) 134020

ENFIELD
LONDON BOROUGH OF ENFIELD
ARNOS SCHOOL
Bramley Way, Southgate, N14 1HY
Required from 5th June 1984, a teacher to be responsible for the organisation of GIRLS' PHYSICAL EDUCATION and GAMES.
Scale 3 possible for suitably qualified and experienced candidate. This is a temporary post covering Maternity leave, Scale 2 in charge of Sports Hall, gymnasium and playing fields.
London Allowance £645.
Application forms (large SAE) obtainable from the Headmaster, to whom they should be returned as soon as possible. (67263) 134020

NORFOLK
CLAYDON HIGH SCHOOL
Beccles Road, Gorleston, Gt. Yarmouth NR31 8AJ
N.O.R. 585 12 - 16 mixed
Required for September, 1984 Scale 2 in charge of Girls' P.E.

Applications by letter enclosing curriculum vitae and the names of two referees to the Headteacher at the school.
Closing date - 2nd May, 1984. (67321) 134220

SURREY
RYDENS SCHOOL
Hersham Road, Walton-on-Thames
(13 - 18 Mixed Comprehensive. 1250 on roll
YEAR READY. SCALE 4 required for September, 1984 a well-qualified teacher for this 4+v mxd which demands skill, enthusiasm, commitment and sound experience in pastoral work.
Application forms and further details from the Headmaster. S.a.e. please. (67291) 134018

Scale 2 Posts and above

HAMPSHIRE

THE WYVERN SCHOOL
Botley Road, Fair Oak
(11 - 16 Comp Mixed N.O.R. 1150
Scale 2 Pastoral and Mathematics. Second in charge Computer Studies an advantage.
Letter of application with full curriculum vitae, names and addresses of two educational referees and S.A.E. to Headteacher. (67288) 134020

Scale 1 Posts
Heads of Department

BRADFORD

CITY OF BRADFORD
METROPOLITAN COUNCIL
QUEENSBURY UPPER SCHOOL
(mixed 11 - 18 comprehensive. 675 pupils on roll)
Required for September 1984, suitably qualified and experienced teacher for post of Head of Lower School (Scale 4). Specific responsibility (links will include:
i. The Role of Careers/Guidance in the organisation of this vital area of the curriculum for 13 - 16 year old pupils.
ii. Joint responsibility with the Head of Upper School for the pastoral welfare of pupils (Years 4 and 5), with particular responsibility for girls' welfare and discipline.
iii. Joint responsibility with the other Head of Lower School for the management and organisation of the Lower School Unit.
The vacancy arises due to the promotion of the present Deputy Head of Senior Mistress post within the Authority.
Application forms and further details may be obtained (see please) from the Headmaster, Queensbury Upper School, Deansmoor Lane, Queensbury, Bradford BD13 2AS to whom completed forms should be returned by 27th April 1984. Interviews will be held on 2nd May.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, religion or disability unless otherwise stated. (55630) 134018

HUMBERSIDE

EDUCATION COMMITTEE
GRIMSBY DIVISION
WESTERN COMPREHENSIVE SCHOOL
Cambridge Road, Grimsby
Required for September, 1984: HEAD OF HOUSE. Scale 2. A suitably experienced and qualified teacher required to be responsible for the pastoral welfare of children across the age range 12 - 16.
The school is well equipped and pleasantly situated on the outskirts of Grimsby.
Application forms and further information obtainable from the Head Teacher at the school to whom completed forms should be returned within 10 days of this advertisement. (55957) 134018

BRENT

LONDON BOROUGH OF BRENT
CONVENT OF JESUS AND MARY HIGH SCHOOL
Crownhill Road, NW10 4EP
(Roll: 956, 13 - 18)
Required from September - A well qualified and experienced teacher ... Head of Physical Education (Scale 3) to lead a team of teachers in well developed department.
London Allowance of £987 per annum is payable.
Brent is fundamentally committed to a Multi-Cultural Education.
Application forms (SAE) obtainable from the Headteacher (returnable by 27th April. (67193) 134018

SURREY
RYDENS SCHOOL
Hersham Road, Walton-on-Thames
(13 - 18 Mixed Comprehensive. 1250 on roll
YEAR READY. SCALE 4 required for September, 1984 a well-qualified teacher for this 4+v mxd which demands skill, enthusiasm, commitment and sound experience in pastoral work.
Application forms and further details from the Headmaster. S.a.e. please. (67291) 134018

BUCKINGHAMSHIRE

BEACONSFIELD/CHILTERN AREA
HOLTSPUR SCHOOL
Wentworth Avenue, Beaconsfield HP9 1LS
SECONDARY SCHOOL
Aylesbury End, Beaconsfield HP9 1LS
Head: W.W. Davies, B.A.
(11 - 16 mxd. 650 (Nilgrad))
Required for September 1984 a well-

SECONDARY P.E.
continued

NEWHAM

LONDON BOROUGH OF NEWHAM
BRAMPTON MANOR SCHOOL
Oregon Road, London E6 3BQ
Head Teacher: Mr. D. Williams
Number on roll: 1400
TEACHER OF PHYSICAL EDUCATION SCALE 3
Required September, P.E. Teacher (Girls) to take responsibility for dance and including C.S.E.
LONDON ALLOWANCE £987
Application forms (s.a.e. please); available from the Head Teacher to whom completed forms should be returned by 24th April 1984.
DIRECTOR OF EDUCATION, 379/383 High Street, Stratford, E15 4BD.
An Equal Opportunity Employer. (55966) 134220

OXFORDSHIRE

COUNTY COUNCIL
CARTERTON SCHOOL
Huxon Way, Carterton OX8 3BU
Tel: Carterton 7001
REQUIRED FOR SEPTEMBER 1984, a Head of Girls Physical Education Scale 3 to work in busy department.
Letters of application, with c.v. to the Headteacher, enclosing s.a.e., as soon as possible. (67302) 134220

Scale 1 Posts

BERKSHIRE

THE SULHERSHE SCHOOL
Claquers Way, Woodley, Reading, Berks.
N.O.R. 1400
TEACHER OF BOYS' P.E., Scale 1
Required for September, 1984.
Apply in writing enclosing C.V. and SAE. Closing date 30th April 1984.
AN EQUAL OPPORTUNITY EMPLOYER. (67168) 134922

ESSEX

THE GILBERD SCHOOL
Brinkley Lane, Off Severalls Lane, Colchester CO4 4PU
(Roll 1500; Mixed 11 - 18)
Tel: 842811
BOYS' PHYSICAL EDUCATION - Scale 1
September 1984. Enthusiastic qualified teacher, good disciplinarian, enthusiastic to coach soccer and cricket, to organise extra-curricular activities as an adventure.

Letter of application, curriculum vitae and names of referees to Headteacher without delay (foolscap s.a.e. please).

THE HARWICH SCHOOL
Hall Lane, Dovercourt, Harwich
(Roll 1500; Group 12 - 11 - 18 year olds)
Tel: Harwich 6372
PHYSICAL EDUCATION.
Scale 1 (Degree)
Required for September, an enthusiastic all round teacher to join a strong Department with excellent sports facilities.
Application forms and further details can be obtained from the Headteacher (foolscap s.a.e. please).

ST. HELENA SCHOOL
Parsons Road, Colchester
(Roll 1000)
Tel: Colchester 579253
DANCE/DRAMA/P.E., Scale 1
Required September.
Further details and form from Headteacher (foolscap s.a.e. please).

WILLIAM DE FERRERS SCHOOL
Trinity Square, South Woodham Ferrers CM3 5JU
(Roll 410)
Tel: Chelmsford 329566
TEACHER OF GIRLS P.E., Scale 1
Required for September 1984, qualified teacher. This is a developing comprehensive school with 1 year 6th form. Starting September (eventual size 1,400).
Further details and forms and letter detailing duties from the Headteacher (foolscap s.a.e. please). (67352) 134220

DORSET

WEYMOUTH GRAMMAR SCHOOL
Chickerell Road, Weymouth, Dorset DT4 9BY
(1906; 11 - 18, co-educational, selective)
TEACHER OF Girls' Physical Education (Scale 3) required from September 1984 to teach throughout the school. Temporary post for one year.
Letters of application (no forms) with curriculum vitae and names and addresses of two referees to the Headmaster from whom further details are available (see please). (55811) 134226

EAST SUSSEX

HAILSHAM SCHOOL
Battle Road, Hailsham BN27 4QY
Comprehensive mixed, 11 - 18. Roll 1,430
Required from September: Temporary Teacher for Boys' Physical Education (Scale 1) for the academic year 1984/85.
Application forms (see please) and curriculum vitae to the Head Teacher, Closing date April 27th. (67564) 134222

OXFORDSHIRE

COUNTY COUNCIL
CHIPPING NORTON SCHOOL
Burford Rd., Chipping Norton OX7 5HP
Group 11. Roll: 1050. 11 - 18 Comprehensive
Required for September 1984 as a supernumerary teacher (Scale 2) to be responsible for Girls' Physical Education within the P.E. Department, to teach the major games and to share responsibilities for the usual wide range of other physical activities.
Apply by letter to the Headteacher. SAE please. (53998) 134222

OXFORDSHIRE

COUNTY COUNCIL
DIDCOT GIRLS' SCHOOL
Sherwood Road, Didcot OX11 0DX
11 - 18 comprehensive 1,000 on roll; 6th form campus. Sixth Form 130
Required from September, a well qualified, enthusiastic teacher of Physical Education to strengthen and widen our curriculum. This is an enviable musical tradition within the school with choirs, orchestras etc.
The P.E. department is currently largely mixed, organised and welcomes a dance specialist to share expertise. Although suitable for a new graduate, experienced teachers are welcome to apply.
Further details available (s.a.e.). Apply by letter with full c.v. and giving names of two referees. SAE please (67307) 134222

PART-TIME experienced PE Teachers required by expanding Exercise Company, minimum of two evenings per week. High earnings potential. Training provided. Maidenhead (06582) 22905. (52097) 134222

WILTSHIRE

BRADON FOREST SCHOOL
Reid's Place, Purton, Swindon SN5 9DH
Head Teacher: Mr. I.R. Perkins, B.A.
N.O.R. 849 (mixed)
Required for September, 1984 Scale 1 teacher for Girls' P.E. and English.
Letter of application, c.v., and names and addresses of two referees to the Head teacher at the above school. Further details on receipt of a s.a.e. (55619) 134222

Religious Education

Heads of Department

CROYDON

THE OLD PALACE SCHOOL
Croydon
(Anglican Foundation)
650 pupils (Independent Day School) (150 Sixth Form)
Required September 1984 University Honours graduate to be Head of Religious Studies and to teach to Ordinary and Advanced level and University scholarship level. The school has a good academic record in this subject. The person appointed must be aware of the needs of pupils of all faiths and of none. They must have a scholarly approach and an interest in world religions is essential as the School studies a wide Religious/Social/Moral Syllabus. An interest in Current World Affairs would be helpful but not essential. Scale 3 or 4 for suitably qualified candidate.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace Road, Croydon, Surrey CR0 1AX. (55562) 134418

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
WORT LEY HILL SECONDARY SCHOOL FOR BOYS
Maguire Hall Road, Chatham, Kent
ME4 5QA
Scale 1 or Scale 2 P.E. School
An experienced, energetic and
EDUCATION Specialist required from September 1984, to lead a team of teachers and to organise the teaching of the subject throughout the school, including establishing a examination work in the 3 post. The successful candidate will possess the experience, qualities and drive to advise and direct specialist colleagues and will enjoy the scope for exercising enthusiasm and initiative in devising and establishing appropriate new schemes of work.
Applications in writing to the Headmaster, enclosing a c.v. and the names and addresses of two referees. (55888) 134222

LONDON E7

ST. ANGELA'S URSULINE CONVENT
Forest Gate, London E7
Girls' Comprehensive Secondary School on roll 1,000
Required September 1984 Head of Religious Education, Scale 4.
Please apply in writing to Headmistress giving names and addresses of two referees and enclosing s.a.e. (67545) 134218

SUFFOLK

COUNTY COUNCIL
CHANTRY HIGH SCHOOL
Millard Way, Ipswich IP3 8LR
11 - 18 mixed comprehensive roll 1697 including 230 in 6th form
HEAD OF RELIGIOUS EDUCATION
SCALE 3
Required September 1984. An interest in the development of special and personal education is sought.
Application forms and further details obtainable from the Head (s.a.e.). Completed applications should be returned immediately. (55670) 134418

WEST SUSSEX

FELPHAM COMPREHENSIVE SCHOOL
Felpham Way, Felpham, near the Bognor Regis
Group 11 11 - 18 Mixed Comprehensive 1150 on roll).
Required September 1984, enthusiastic graduate teacher to be Head of Religious Studies and to teach to Ordinary and Advanced level and University scholarship level. The school has a good academic record in this subject. The person appointed must be aware of the needs of pupils of all faiths and of none. They must have a scholarly approach and an interest in world religions is essential as the School studies a wide Religious/Social/Moral Syllabus. An interest in Current World Affairs would be helpful but not essential. Scale 3 or 4 for suitably qualified candidate.
Applications with the names and addresses of two referees should be sent to the Headmistress. Old Palace Road, Croydon, Surrey CR0 1AX. (55562) 134418

NORTHAMPTONSHIRE

THOMAS BECKETT RC HIGH SCHOOL
Kettering Road, Northampton NN3 6JP
REQUIRED FOR SEPTEMBER 1984
TEACHER OF RELIGIOUS STUDIES/ SCALE ONE (TEMPORARY ONE YEAR APPOINTMENT)
Qualified graduate to join a well established successful department. Opportunities to teach to all levels up to scholarship level.
Thomas Becket School is a successful comprehensive school of 970 pupils with 170 in the Sixth Form.
Letters of application to the Headmaster as soon as possible from whom further details of the post are available (SAE please). (55867) 134422

NORTHAMPTONSHIRE

SIR CHRISTOPHER HATTON SCHOOL
The Pyghtle, Wellingborough, Northants NN8 4HL
Required for September 1984 a well qualified specialist teacher of Religious Education (Scale 1) to teach throughout the 11 - 16 range within a lively Humanities department in this 1550 pupil school.
An interest in multi-faith approach would be an advantage.
The post is a temporary appointment for 1 year during the secondment of this permanent teacher.
Applications by letter to the Headmaster giving curriculum vitae, and the names and addresses of two referees. (55787) 134422

SUFFOLK

COUNTY COUNCIL
THE CHERWELL SCHOOL
Marston Ferry Road, Oxford OX3 7EE
Group 15 Mixed Comprehensive n.o.r. 650.
130 in the Sixth Form
Required for September 1984 Head of Religious Studies and Humanities, to take responsibility for the subject throughout the school. Teaching commitment will be mainly in the Sixth Form.
It is likely that approximately two-thirds of the timetable will be R.S., one/third History. An interest in Personal Education could be an advantage.
Apply in writing (no forms) to the Headmaster giving details of qualifications and names and addresses of two referees. This post would be well suited to a young graduate teacher. Staff housing could probably be made available. (55658) 134422

Scale 1 Posts

CROYDON
LONDON BOROUGH OF CROYDON

THOMAS MORE B.C.
Russell Hill Road, Purley, Surrey CR8 2XP
Tel: 01-668 6251/3
Tenable: 1st September 1984
Required for September a full-time teacher of Religious Studies. Applicants should be practising Catholics and committed to the work of the Religious Studies Department in this Christian School.
SALARY - Burnham Scale with London Area Allowance.
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible. (55889) 134422

DUDLEY
METROPOLITAN BOROUGH

THE HOLLY HALL SCHOOL
Scotts Green Close, Russell Hall Estate, Dudley, West Mids. DY1 3DU
(12 - 16 co-ed. comp. Group 9)
Required September, well qualified and enthusiastic TEACHER OF RELIGIOUS STUDIES (OTHER PHYSICAL EDUCATION). The school has an outstanding record of achievement in the Duke of Edinburgh Award Scheme. An interest and commitment in this area would be an advantage.
Application forms/details from from Headteacher. Tel: Dudley 54 3482 (67668) 134422

NORTHAMPTONSHIRE

THOMAS BECKETT RC HIGH SCHOOL
Kettering Road, Northampton NN3 6JP
REQUIRED FOR SEPTEMBER 1984
TEACHER OF RELIGIOUS STUDIES/ SCALE ONE (TEMPORARY ONE YEAR APPOINTMENT)
Qualified graduate to join a well established successful department. Opportunities to teach to all levels up to scholarship level.
Thomas Becket School is a successful comprehensive school of 970 pupils with 170 in the Sixth Form.
Letters of application to the Headmaster as soon as possible from whom further details of the post are available (SAE please). (55867) 134422

NORTHAMPTONSHIRE

SIR CHRISTOPHER HATTON SCHOOL
The Pyghtle, Wellingborough, Northants NN8 4HL
Required for September 1984 a well qualified specialist teacher of Religious Education (Scale 1) to teach throughout the 11 - 16 age range within a lively Humanities department in this 1550 pupil school.
An interest in multi-faith approach would be an advantage.
The post is a temporary appointment for 1 year during the secondment of this permanent teacher.
Applications by letter to the Headmaster giving curriculum vitae, and the names and addresses of two referees. (55787) 134422

ESSEX

BILLERICAY SCHOOL
School Road, Billericay
Tel: 02774 55191
(Roll 1410 Main School - 250 Sixth Form)
TEACHER OF SCIENCE, Scale 4 (plus London Fringe Allowance £258)
September 1984. Experienced Graduate Chemistry or Physics Teacher up to 'A' level to lead large successful department. Interest in computing and technology and commitment to innovation forms and details available to (foolscap s.a.e. please).

CHALVEDON SCHOOL
Wickford Avenue, Pitsea, Basildon
Tel: Basildon 583836
HEAD OF PHYSICS, Scale 3
Required September, 1984, within well established and equipped Science Department. Possibility of concessionary accommodation.
Apply to Headteacher by two referees as soon as possible (foolscap s.a.e. please). (67360) 134422

NORTH TYNESIDE

METROPOLITAN BOROUGH OF TYNE AND WEAR
EDUCATION COMMITTEE
WHITLEY BAY HIGH SCHOOL
Beaconsfield Avenue, Whitley Bay, Tyne and Wear NE25 8AB
Headteacher: Mr. J.F.H. Bywer, J.P., M.A.
Required for 1st September, 1984
Scale 4 HEAD OF CHEMISTRY for take charge of a thriving Department.
Application forms are available on receipt of a s.a.e. from the Director of Education, Education Offices, Shiloh Neuk House, Blyth, NE24 2HW, and should be returned to the Headteacher as soon as possible. (55849) 134418

SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
ABBEYDALE SCHOOL
Glendale Road, Sheffield S12 2QS
Required for September Head of Physics Department. Scale 4 to be responsible for 'O' and 'A' level work throughout this 11 - 18 Comprehensive school.
Application forms and further details are available from the Head Teacher at the above address, to whom completed forms should be returned by 27 APRIL. (67616) 134418

Rural Science

Scale 2 Posts and above

DORSET

SAINT FRANCIS SCHOOL FOR BOYS
Rural Studies
Scale 2 Special Education. Scale 2 Section. (55698) 134620

Scale 1 Posts

GLOUCESTERSHIRE

CHIPPING CAMPDEN SCHOOL
Co-ed. 11 - 18 Rural Comprehensive, 806 pupils
REQUIRED September, Qualified teacher of Science and A GENERAL SCIENCE (Scale 1) to examination level.
Apply in writing (no forms) to the Headmaster giving details of qualifications and names and addresses of two referees. This post would be well suited to a young graduate teacher. Staff housing could probably be made available. (55639) 134422

Science

Heads of Department

DONCASTER

HAYFIELD COMPREHENSIVE SCHOOL
Hurst Lane, Auckley, Doncaster DN9 3HG
Tel: (0302) 770589
HEAD OF SCIENCE
(Scale 4 and possibly Senior Scale)
For September 1984
An experienced teacher required at Head of Science. A Senior Teacher post may be available for a suitable candidate already on Scale 3 who has interest in Micro-Technology and information Skills could be advantageous. The post requires strong teaching experience to 'A' level in one of the major sciences; a knowledge of the whole range of sciences, including Combined Science courses in Years 1 - 3; issues within Science and in the school as a whole; and an administrative ability to lead the department of ten staff and two laboratory technicians.
Hayfield School is an 11 - 18, 800 pupil comprehensive, purpose built in 1970, on a rural site between Doncaster and Bawtry. The commuter suburbs of the market town of Bawtry, the present, and previous Head of Science have both been promoted to Deputy Head posts.
Application forms and job description available from the Headteacher at the school (s.a.e. please). (55918) 134418

ESSEX

COUNTY COUNCIL
WALTHAM HOLY CROSS SCHOOL
Cattsgrove Way, Eye 11-23 7BL
Tel: 31 1234
Required for September 1984 Head of Physics to lead a developing department with excellent facilities. Scale 3 or 4 according to qualifications and experience.
Application forms and further information are available from the Headmaster (SAE please). They should be returned within two weeks of the date of this advertisement. (67351) 134500

SUFFOLK

COUNTY COUNCIL
FARLINGAYE HIGH SCHOOL
Ransom Road, Woodbridge IP12 4DF
Tel: (03942) 2560 or 3561/2 (Roll 1350)
TEACHER IN CHARGE OF PHYSICS, Scale 2
Required September, 1984, to Ordinary level, second in department. Very strong, successful department, good facilities. Closing date: Wednesday 25th April, 1984.
Curriculum vitae and references if unobtainable from present employer to Headteacher.
Further details available (foolscap s.a.e. please).

THE SANDON SCHOOL
Molrams Lane, Chelmsford CM1 3RJ
Tel: 75671/4
(Roll 1480)
HEAD OF AGRICULTURAL SCIENCE, Scale 3
Required September 1984, an experienced teacher to take charge of the Unit within the Science Department.
Apply by letter to the Headteacher with c.v. (foolscap s.a.e. please). (67352) 134220

HERTFORDSHIRE

WILLIAM FENN SCHOOL
Shepherd's Lane, Hockeridge, Rickmansworth
Mixed, all ability school. 11 - 18
Required September, for one year, Head of Chemistry, Scale 2 plus London Fringe Allowance £258. Combined Science is taught in the first two years. Chemistry is taught to pupils in the third year and courses for CSE, O and A levels in the Upper School.
Apply by letter to the Headmaster giving curriculum vitae and the names and addresses of two referees. (67556) 134880

NORTHAMPTONSHIRE

MONTAGU SCHOOL
Weekley Glebe Road, Kettering, Northants. NN16 9NS
TEACHER OF CHEMISTRY, SCALE 2
Required for September 1984, a suitably qualified and experienced teacher for the above post which occurs as a result of promotion.
Montegu is a developing Comprehensive School, see range
Opened in September 1979 and which will have its first issue on roll in September 1984.
Application forms and further information are available from the Headmaster (SAE please). They should be returned within two weeks of the date of this advertisement. (67351) 134500

SUFFOLK

COUNTY COUNCIL
FARLINGAYE HIGH SCHOOL
Ransom Road, Woodbridge IP12 4DF
Tel: (03942) 2560 or 3561/2 (Roll 1350)
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Required September, 1984, to Ordinary level, second in department. Very strong, successful department, good facilities. Closing date: Wednesday 25th April, 1984.
Curriculum vitae and references if unobtainable from present employer to Headteacher.
Further details available (foolscap s.a.e. please).

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Molrams Lane, Chelmsford CM1 3RJ
Tel: 75671/4
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Mixed, all ability school. 11 - 18
Required September, for one year, Head of Chemistry, Scale 2 plus London Fringe Allowance £258. Combined Science is taught in the first two years. Chemistry is taught to pupils in the third year and courses for CSE, O and A levels in the Upper School.
Apply by letter to the Headmaster giving curriculum vitae and the names and addresses of two referees. (67556) 134880

**CAMBRIDGES

SECONDARY SCIENCE
continued

OLDHAM METROPOLITAN BOROUGH

NORTH CHADDERTON SCHOOL
Chadderton Hall Road, Chadderton, Oldham.

Available from September 1984 at this 11 - 18 mixed comprehensive of about 1,600 pupils

BIOLOGY TEACHER - SCALE 1 (Temporary) for the Autumn Term only.

Experience in teaching 'O' and 'A' level biology preferable. Applicants should be willing to assist with integrated Science in the lower school.

Please apply by letter directly to the Headmaster for detailed of full c.v. and details of two referees. Further particulars are available for which an sae is required. (65363). 134822

OXFORDSHIRE

COUNTY COUNCIL
FARMOOR HIGH SCHOOL
Shippon Road, Woodstock Nr. Oxford.
Roll 800 plus. 11 - 18
Comprehensive with small Sixth Form
Required from 1st September, a teacher of Physics to teach throughout the School and including the Sixth Form.
The Science area is both purpose-built and well equipped.
Apply by letter to the Headteacher giving the names and addresses of two referees. S.A.E. please. (67306) 134829

SUFFOLK

COUNTY COUNCIL
FARLINGAYE HIGH SCHOOL
Langsome Road, Woodbridge IP13 6JJ
11 - 18 mixed comprehensive roll 780
including 105 in 6th form
Teacher for Chemistry (scale 1) required September 1984. Full range of teaching offered to 'A' level. An interest in integrated Science an advantage.
Applications and further details obtainable from the Head (s.a.e. please). Closing date 2 weeks from appearance. (55669) 134822

TANZANIA AND PAPUA NEW GUINEA

Science teachers are needed to work overseas for two years from August 1984.
For details of terms and conditions of service, see VSO advert in Overseas Section. (55367)

WAKEFIELD

(CITY OF WAKEFIELD) METROPOLITAN DISTRICT COUNCIL
OLDFIELD GRANGE SCHOOL
(11 - 18) Mixed Comprehensive (1860 on roll)
Required for September 1984 a well qualified TEACHER OF PHYSICS, Scale 1 with some Chemistry and Junior Science. Sixth form work is available for a suitable applicant. Six new laboratories were opened in July 1983. Use of Computer assisted learning is advantageous.

HORBURY SCHOOL
(11 - 16) Mixed Comprehensive (1176 on roll)
Required for September 1984 or earlier if possible, a TEACHER OF PHYSICS, Scale 1, able to teach up to and including C.S.E. 'O' level. Applicants must also be prepared to contribute to the teaching of integrated Science in the lower years.
Further details on request.

FEATHERSTONE ST. WILFRIDS R.C. HIGH SCHOOL
(11 - 18) Mixed Comprehensive (1215 on roll)
Required for September 1984 a Scale 1 TEACHER OF PHYSICS to join a large and successful department with substantial 'A' level commitment.
Application forms available, (on receipt of s.a.e.) from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement. (67055) 134829

WEST SUSSEX

HAZELWICK SCHOOL
Three Bridges, Crawley, Sussex
SCIENCE - SCALE 1
Required September 1984 Graduate Teacher of CHEMISTRY to join highly successful Science Department. Mainly 11 - 16 comprehensive school. Nuffield courses are taught throughout. GCE 'A' level Chemistry candidates and teaching across the whole age and ability range up to Open scholarship will be available for suitable applicant.
Application and details from Headmaster on receipt of foolscap s.a.e. (55683) 134822

WORCESTERSHIRE

MALVERN GIRLS' COLLEGE
Worcestershire
Independent Boarding School for 320 girls. 160 in the Sixth Form.
Chemistry Teacher required for September 1984. Ph.D. or good honours graduate in chemistry required to teach up to Advanced and Scholarship levels, to join a science department of 18. Non-resident post. Burnham Scale 3.
Applications with copies of testimonials, if available, and the names and addresses of two referees to the Headmaster. (55687) 134822

WEST SUSSEX

CHICHESTER HIGH SCHOOL FOR GIRLS
Stockbridge Road, Chichester PO19 8PQ
(Group 12 Comprehensive School)
Required September 1984 Scale 1 teacher for Chemistry up to 'A' level. An interest in Organic Chemistry preferred. Post suitable for first appointment.
Form and details from Headmistress on receipt of S.A.E. (67295) 134822

WEST SUSSEX

WEALD SCHOOL
Station Road, Billingshurst, West Sussex RH14 9SY
(1150
Required September 1984, Teacher of Chemistry Scale 1 to teach the subject to all levels in the School, with a combined Science and possibility of Physics in Lower School.
Form and details from Headteacher, S.A.E. Please. Closing date within 2 weeks from the appearance of this advertisement. (67286) 134822

WORCESTERSHIRE

STOURPORT-ON-SEVERN HIGH SCHOOL
Minster Road, Stourport-on-Severn, Worcestershire DY13 8AX

Required for September, 1984 a teacher of Physics. Scale 2 to teach throughout the ability range in the 11 - 16 years, and ability to teach Chemistry at 'O' level. Experience in Electronics would be an advantage but not essential as post is due to expansion within a developing Science department. There are nine laboratories and ancillary accommodation and a full range of 'O' level courses in all sciences. (67147) 134822

Unless otherwise stated the following posts are required for September 1984 and application forms and further details are available from the Head of the School on receipt of S.A.E. Closing date: 27th April, 1984.

SECONDARY: SCALE 1 POSTS

MONKS' DYKE HIGH SCHOOL, Monks' Dyke Road, Louth, Lincs. LN11 0AW. Group 10. NOR 966.
ENGLISH – Teacher required.
Also:
MATHEMATICS – Teacher required, preferably with Computer Studies. For both posts Free board and lodging in return for residential duties may be available. Apply to the Headmaster by letter with CV and names and addresses of two referees as soon as possible.

SPILSBY FRANKLIN SECONDARY SCHOOL, Woodlands Avenue, Spilsby, Lincs. PE23 5EW. Group 7 NOR 356.
NEEDLEWORK – a temporary part-time Assistant Teacher required for C.S.E. Level for 2¼ days a week. Hours of duty to be arranged with the Headmaster.

STICKNEY WILLIAM LOVELL SECONDARY SCHOOL, Main Road, Stickney, Boston, Lincs. PE22 8AA. NOR 339.
MATHEMATICS – Teacher required with some Science in this mixed rural school. Forms to be returned as soon as possible.

Lincolnshire County Council

Speech and Drama

Heads of Department

ESSEX

THE HARWICH SCHOOL
Hall Lane, Dovercourt, Harwich
(Roll 1300; Group 12 - 11 - 18 year old)
Tel: Harwich 6272
HEAD OF DRAMA, Scale 3
Required for September to teach Drama to examination level. Studio available, strong music support and good community interest.
Application forms and further details can be obtained from the Headteacher (foolscap s.a.e. please). (67705) 135218

LONDON

ST. PAUL'S GIRLS' SCHOOL
Brook Green, London W6
Required in January 1985 (or possibly September 1984) **DIRECTOR OF DRAMA** to be responsible for Drama throughout the School. Drama is a strong interest in the School, numerous informal and formal productions take place throughout the academic year. The new Celia Johnson Theatre will be opened in the Autumn.
Written applications with full curriculum vitae and the names and addresses of two referees should be addressed to The High Mistress. (67998) 135218

Scale 2 Posts and above

HARROW

EDUCATION COMMITTEE
PARKE HIGH SCHOOL
Whistlecroft Gardens, Stanmore, Middx.
Tel: 954 4808
DRAMA WITH ENGLISH (SCALE 2)
Required for September by 11 - 16 mixed comprehensive. Successful candidate will be a teacher of Drama with a flair for English. Comprehensive High School (12 - 18 years) situated in a pleasant residential area. The successful candidate will teach and be responsible for drama across the whole ability range or the school in studying groups C.S.E. and G.C.E. 'O' level and teach English in the Upper School.
Application forms required to be returned to the Headmaster by Monday 30th April. Please enclose stamped addressed envelope.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER (67988) 135220

NEWHAM

LONDON BOROUGH OF NEWHAM
STRATFORD SCHOOL
Upton Lane, London E7 9PR
Head Teacher: P.A. Kaye
Number on roll: 1060
TEACHER OF DRAMA Scale 2
Required September 1984 or as soon as possible.
An experienced teacher is required to take responsibility for Drama throughout the school and to examination level. There are opportunities for further expansion and links with other departments.
Visits welcome. Tel: 01 471 3415.
London Allowance: £987.
Application forms (s.a.e. please), available from the Head teacher to whom completed forms should be returned by 24th April 1984.
Director of Education, Education Offices, 379/383 High Street, Stratford, E15 4HD.
An Equal Opportunity Employer. (55978) 135220

SUFFOLK

COUNTY COUNCIL
FARLINGAYE HIGH SCHOOL
Ransome Road, Ipswich IP2 9JU
(1,782 Mixed Comprehensive roll 780 including 108 in 6th form
Teacher for drama (scale 2) required September 1984. This post offers exciting prospects for drama throughout the curriculum and throughout the school. Drama as a specific teaching within the English Department will be necessary.
Application forms and further details obtainable from the Head (s.a.e. please). Closing date 3 weeks from appearance. (55668) 135220

Scale 1 Posts

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL
WYKE MANOR UPPER SCHOOL
Required for September 1984 for one year only, a temporary full-time teacher of Drama to replace a member of staff on secondment. Applications from enthusiastic and dedicated teachers would be welcomed.
The person appointed will be responsible for the teaching of Drama throughout the school, and their timetable would additionally involve the teaching of some English classes. The successful applicant would be fully expected to participate in the school's guidance programme. This school is committed to a multi-cultural approach to the curriculum, and equal opportunities for all pupils.
Scale 1.
Application forms and further details may be obtained (s.a.e. please) from the Headteacher, Wyke Manor Upper School, Wyke Road, Wyke, Bradford BD12 9PX, to whom completed forms should be returned by 25th April 1984.
Reference ET 26884/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability unless otherwise stated. (55833) 135220

ESSEX

WILSON MARRIAGE SCHOOL
Barrack Street, Colchester (Roll 700)
Tel: Colchester 574347
DRAMA/ENGLISH, Scale 1
Required for Autumn and Spring Term in the first instance, but thereafter the school, with some English teaching in Years 1 and 2.
Application forms available from the Headteacher (foolscap s.a.e. please). (677) 135222

NORFOLK

CAISTER HIGH SCHOOL
Windsor Road, Caister
Gt. Yarmouth NR30 5LS

N.O.R. 640 12 - 16 Mixed

Required for September, Scale 1 Teacher to take charge of Drama throughout school (including G.C.E. courses), and other English for remainder of timetable.

Application by letter to Headteacher at the school enclosing curriculum vitae and the names of two referees.

Closing date 27th April, 1984. (67315) 135222

NORTHAMPTONSHIRE

BISHOP STOPFORD CE SCHOOL
Headlands, Kettering, Northants. NN15 6BJ

930 co-educational, comprehensive School

SCALE 1 TEACHER FOR DRAMA with SPEECH to help with some English teaching.

Further particulars and forms from the school (SAE please). (67352) 135222

STAFFORDSHIRE

EDUCATION COMMITTEE
THOMAS ALLEYNES HIGH SCHOOL
Dove Bank, Uttoxeter ST14 8DH
Required from September, 1984 teacher (Scale 2) to take charge of CONTINUOUS MODULAR TECHNOLOGY and to develop a senior high school department which will include much additional national competition success. Candidates must be able to offer a wide range of specialisms with Drama and Technology essential to continue the development of extra curricular project work.
Application forms and further particulars obtainable from and returnable to the Headmistress (s.a.e. please).
All applicants are asked to note that it is the County Council's policy that it is desirable for their employees to be members of an approved Trade Union. (67244) 135220

Scale 1 Posts

ENFIELD

LONDON BOROUGH OF ENFIELD
CHASE SCHOOL
Churchbury Lane, Enfield, Middx. EN1 3HG
Boys' Comprehensive. Roll 900
Required September 1984, teacher of **MODERN TECHNOLOGY** (Scale 1). The school has a flourishing and successful Sixth Form in both Technical Subjects and Science. In addition we have two fully networked Computer Rooms with access to all areas. We are seeking for a teacher who will be happy to work together with in the three subject areas.
The school is also involved with several curriculum initiatives and the post offers an excellent opportunity for someone who is prepared to cross existing subject boundaries.
London Allowance, £645.
Application forms and further details (large s.a.e.) available from the Headmaster, to whom they should be returned within two weeks of the appearance of this advertisement. (67260) 135228

Scale 2 Posts and above

NORTH YORKSHIRE

COUNTY COUNCIL
RIPON GRAMMAR SCHOOL
Clotherholme Road, Ripon HG4 2DG
Tel: 0765 2647
Selective Grammar School, co-educational, 645 pupils, 72 boarding places
A SENIOR HOUSEMISTRESS is required in September to take charge of Johnson House which can accommodate 45 girls. The successful applicant will be required to teach a fairly full timetable in the school where opportunities in several areas may arise this year including Careers, English, French/German, Mathematics and Music.
Candidates offering these and other subjects are invited to write by letter to the Headmaster at the school from whom further particulars may be obtained. (55980) 135620

Scale 1 Posts

BERKSHIRE

DAYLIN COURT COUNTY SECONDARY SCHOOL
Glenthorne Avenue, Slough SL1 3AH
N.O.R. 384
Required for APRIL/SEPTEMBER, 1984 **GIRL** with full **TEACHER OF DANCE** with some P.E. and General Subjects.
Application forms and further details from the Head Teacher (s.a.e.).
An Equal Opportunity Employer. (67164) 135628

DERBYSHIRE

ST. ELPHIN'S SCHOOL FOR GIRLS
Darley Dale, Matlock
MATHEMATICS AND ENGLISH GRADUATES required September 1984.
See Independent schools section. (67650) 135688

DORSET

COUNTY COUNCIL
WEYMOUTH GIRLS' SCHOOL
RESIDENT ASSISTANT MISTRESS
Non main display ad under Childcare. (54830) 135688

KNOWSLEY METROPOLITAN BOROUGH OF KNOWSLEY

FIRST APPOINTMENT IN SECONDARY SCHOOLS

Applications are invited from qualified teachers, including those about to qualify this year and non-graduates who are prepared to take up their first appointment in scale 1) to teach Physics, Chemistry, Mathematics, Computer Studies, C.D.T. and Music.

For application forms send s.a.e. to the Borough Education Officer, Huyton Hey Road, Huyton, Merseyside L36 5YH to whom forms should be returned within 14 days. (67163) 135628

Technology

Heads of Department

GLOUCESTERSHIRE

TECHNICAL VOCATIONAL EDUCATIONAL INITIATIVE (T.V.E.I.)
Applications are invited for the post of Course Coordinator for Technology from September 1984 for the T.V.E.I. Project in Gloucestershire. The successful candidate will be in the range of Burnham Scale 2.
Applications should be made by letter giving curriculum vitae, names and two referees, and an accompanying statement of not more than 500 words indicating how the qualifications and personal qualities fit him/her for appointment as Co-ordinator. Applications to be addressed to The Chief Education Officer, Shire Hall, Gloucester GL1 2TP, within 14 days of this advertisement. (67358) 135618

Scale 2 Posts and above

STAFFORDSHIRE

EDUCATION COMMITTEE
THOMAS ALLEYNES HIGH SCHOOL
Dove Bank, Uttoxeter ST14 8DH
Required from September, 1984 teacher (Scale 2) to take charge of CONTINUOUS MODULAR TECHNOLOGY and to develop a senior high school department which will include much additional national competition success. Candidates must be able to offer a wide range of specialisms with Drama and Technology essential to continue the development of extra curricular project work.
Application forms and further particulars obtainable from and returnable to the Headmistress (s.a.e. please).
All applicants are asked to note that it is the County Council's policy that it is desirable for their employees to be members of an approved Trade Union. (67244) 135220

Other than by Subject Classification

Heads of Department

BARNET

LONDON BOROUGH QUEEN ELIZABETH'S BOYS' SCHOOL
Queen's Road, Barnet, Herts. EN5 4DA
Comprehensive. Roll 960.
Sixth Form 120
London Allowance £645
payable
Nearest tube station High Barnet
Required SEPTEMBER, 1984, **HEAD OF LOWER SCHOOL** (Science) Scale 3 (Salary £13,713 - £14,469).
The successful applicant will be responsible for the first and second years, the Lower School will develop the concept of liaison with the middle and primary schools and initiate a programme of assessment. The duties will depend on the interests and experience of the successful candidate. Closing date 18.6.84.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees.
Director of Educational Services. (67266) 135618

BUCKINGHAMSHIRE

WYCOMBE AREA
QUEEN'S LANE HIGH
Holmer's Lane (High Wycombe HP12 4QA
Head: Mrs. M.H. Key, B.A.
Mixed, 11 - 18, 1,200 on roll
Required for September, a co-ordinator with responsibility for Social Needs, for this progressive secondary modern school situated on the southern outskirts of High Wycombe.
The person appointed will be responsible for developing basic skills, linguistic ability for pupils of ethnic minority origin and innovative courses for lower School pupils. Candidates should have good experience in curriculum development and liaison across departmental boundaries. Personality, vision and understanding of educational needs for the next decade are more important than subject specialism. Scale 2 or above depending on experience.
Reimbursement of removal expenses, 75% allowance, legal and estate agents fees (maximum payment £250), interest payable on approved cases.
Housing allowance pending removal and payable in approved cases.
Letter of application together with a curriculum vitae and the names of two referees to the Head within 14 days of this advertisement, enclosing stamped addressed envelope. (67188) 135618

BUCKINGHAMSHIRE

COUNTY COUNCIL
MILTON KEYNES AREA
THE MILTON KEYNES SECONDARY TUTORIAL UNIT
CO-ORDINATOR - SCALE 4
Required for September/early re-medial Head of Department. (67189) 160018

COVENTRY

READVERTISEMENT
EXHALL GRANGE SCHOOL
Wheelwright Lane, Coventry CV7 9HU

This all age co-educational residential/day school for the maladjusted and physically handicapped requires A HEAD OF CARE responsible for the:

(a) pastoral needs of 300 children
(b) support and supervision of the houseparents.

The successful applicant for this challenging post should hold appropriate qualifications in Social Work and must be resident at the school in term time.

Previous applications will be considered.

Salary scale: £8,712 - £10,539.

An appointment may be made above the bottom of the scale if appropriate.

Further details and application forms from the Bursar at the school. S.A.E. please.

Closing date: 1st May 1984. (67680) 160018

HAMPSHIRE

EDUCATION COMMITTEE
LOCKSWOOD SCHOOL
Lockswood Road, Bursledon, Southampton SO3 8EE
Currently a Sixth Form College, Brockenhurst changes status to that of Tertiary/Sixth Form from September 1984.
SENIOR LECTURER to lead the TECHNOLOGY department and to teach to all levels up to and including 'A' Level.
LECTURER GRADE II to join a strong PHYSICS team and to teach to all levels up to and including 'A' Level.
Application forms and further information obtainable from the Principal, Brockenhurst College, Brockenhurst, Hants. SO42 7ZE. Tel: 0590 23565. Closing Date 18 April. (67645) 160020

POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
PLANT-YN-DAIN HIGH SCHOOL
Llanfyllin, Powys
Mixed Comprehensive 11 - 18
Required for September, 1984, a qualified teacher of Welsh to teach to C.S.E. and post for one year initially.
Application forms and particulars (s.a.e. foolscap) obtainable from the Headmaster to whom completed forms should be returned by 1st May, 1984. (67081) 135628

TAMESIDE METROPOLITAN BOROUGH

Education Department
SOCIALISM AT WORK
AUDENSHAW HIGH SCHOOL
Hazel Street, Audenshaw, Manchester M34 5NB

Headteacher Mr G. Locke M.A. (Cantab)

Tel: 061-336 2133

SCALE 1 - FRENCH

A temporary teacher is required for one year to teach in this 11 - 16 Boy's Comprehensive School.

Curriculum Leader of Science Scale 3 (Senior Lecturer Grade).

2. Lecturer Grade II in computing.

3. Lecturer Grade I:
(a) Mathematics (to 'A' level and across the curriculum).
(b) Law (to 'A' level and in the curriculum area).
(c) Communication and General Studies across the curriculum).
(d) Geography and Geology (mainly 'O' and 'A' level).
(e) General Practice Skills (CPVE to 'A' level and generally across the curriculum).
(f) Adult Education/Vocational Preparation. (Responsible for CPVE).
(g) Leisure Studies and Placements (A.T.S., V.T.S., CPVE two posts).
(h) Music (for specialist courses and as part of personal education).
(i) Word Processing and Computing
(j) Design, Education/Technology and Business Studies
(k) Hairdressing (two posts).
(l) Catering
(m) Retail and Distributive.

Application forms and further particulars can be obtained by sending a s.a.e. to the Education Officer, Borough Education Office, Huyton Hey Road, Huyton, Merseyside L36 5YH. Closing date for completed applications 30 April 1984. (55907) 140028

POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
PLANT-YN-DAIN HIGH SCHOOL
Llanfyllin, Powys
Mixed Comprehensive 11 - 18
Required for September, 1984, a qualified teacher of Welsh to teach to C.S.E. and 'O' Level. This is a temporary post for one year initially.
Application forms and particulars (s.a.e. foolscap) obtainable from the Headmaster to whom completed forms should be returned by 1st May, 1984. (67081) 135628

Scale 2 Posts and above

NORTH YORKSHIRE

COUNTY COUNCIL
RIPON GRAMMAR SCHOOL
Clotherholme Road, Ripon HG4 2DG
Tel: 0765 2647
Selective Grammar School, co-educational, 645 pupils, 72 boarding places
A SENIOR HOUSEMISTRESS is required in September to take charge of Johnson House which can accommodate 45 girls. The successful applicant will be required to teach a fairly full timetable in the school where opportunities in several areas may arise this year including Careers, English, French/German, Mathematics and Music.
Candidates offering these and other subjects are invited to write by letter to the Headmaster at the school from whom further particulars may be obtained. (55980) 135620

Scale 1 Posts

BERKSHIRE

DAYLIN COURT COUNTY SECONDARY SCHOOL
Glenthorne Avenue, Slough SL1 3AH
N.O.R. 384
Required for APRIL/SEPTEMBER, 1984 **GIRL** with full **TEACHER OF DANCE** with some P.E. and General Subjects.
Application forms and further particulars available from the Head Teacher (s.a.e.).
An Equal Opportunity Employer. (67164) 135628

DERBYSHIRE

ST. ELPHIN'S SCHOOL FOR GIRLS
Darley Dale, Matlock
MATHEMATICS AND ENGLISH GRADUATES required September 1984.
See Independent schools section. (67650) 135688

DORSET

COUNTY COUNCIL
WEYMOUTH GIRLS' SCHOOL
RESIDENT ASSISTANT MISTRESS
Non main display ad under Childcare. (54830) 135688

KNOWSLEY METROPOLITAN BOROUGH OF KNOWSLEY

FIRST APPOINTMENT IN SECONDARY SCHOOLS

Applications are invited from qualified teachers, including those about to qualify this year and non-graduates who are prepared to take up their first appointment (at scale 1) to teach Physics, Chemistry, Mathematics, Computer Studies, C.D.T. and Music.

For application forms send s.a.e. to the Borough Education Officer, Huyton Hey Road, Huyton, Merseyside L36 5YH to whom forms should be returned within 14 days. (67163) 135628

Required for September 1984:
PRESTATYN HIGH SCHOOL
Princes Avenue, Prestatyn (2312)
(11–18 mixed comprehensive. 1,620 pupils)
Head—J. E. Williams, BSc

HEAD OF COMPENSATORY STUDIES – SCALE 4

An experienced teacher is required for the above post to link with departments, particularly English and Mathematics, to meet the learning needs of individual pupils. Experience in remedial or special education an advantage.

BRYNHYFRYD SCHOOL
Ruthin (3933)
(11–18 mixed comprehensive, 1,040 pupils)
Head—Owen L. Thomas, MA

HEAD OF RELIGIOUS EDUCATION – SCALE 2/3

Graduate in Biblical Studies/RE required to take charge of the subject throughout the school. Scripture is taught through the medium of English and Welsh to 'O' level, and to 'A' level through the medium of Welsh.

Further particulars and application forms may be obtained from the appropriate Head, to whom completed forms should be returned by 30th April.

JOHN HOWARD DAVIES
Director of Education
Shire Hall
Mold
4.4.84

CLWYD COUNTY COUNCIL (9929)

SECONDARY OTHER THEN BY SUBJECTS
continued

POWYS

WELSHPOOL HIGH SCHOOL
(Mixed Comprehensive 11 - 18)
Required - for September 1984 a Qualified teacher of Welsh to teach the subject up to CSE and 'O' level. Scale 1. (Ref. 3804).
Application forms and further information obtainable from the Headteacher, to whom completed forms should be returned by 25th April. (67645) 135622

POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
PLANT-YN-DAIN HIGH SCHOOL
Llanfyllin, Powys
Mixed Comprehensive 11 - 18
Required for September, 1984, a qualified teacher of Welsh to teach to C.S.E. and 'O' Level. This is a temporary post for one year initially.
Application forms and particulars (s.a.e. foolscap) obtainable from the Headmaster to whom completed forms should be returned by 1st May, 1984. (67081) 135628

Scale 2 Posts and above

NORTH YORKSHIRE

COUNTY COUNCIL
SELBY TECHNICAL COLLEGE
LECTURER GRADE I :
ECONOMICS
Required on opening of College in September 1984 to teach 'A' level Economics and Economics to 'O' level and BTEC National Diploma Course in Business Studies.
Application forms and further particulars (s.a.e. foolscap) obtainable from the Headmaster to whom completed forms should be returned by 1st May, 1984. (67083) 135628

TAMESIDE METROPOLITAN BOROUGH

Education Department
SOCIALISM AT WORK
AUDENSHAW HIGH SCHOOL
Hazel Street, Audenshaw, Manchester M34 5NB

Headteacher Mr G. Locke M.A. (Cantab)

Tel: 061-336 2133

SCALE 1 - FRENCH

A temporary teacher is required for one year to teach in this 11 - 16 Boy's Comprehensive School.

2. Lecturer Grade II in computing.

3. Lecturer Grade I:
(a) Mathematics (to 'A' level and across the curriculum).
(b) Law (to 'A' level and in the curriculum area).
(c) Communication and General Studies across the curriculum).
(d) Geography and Geology (mainly 'O' and 'A' level).
(e) General Practice Skills (CPVE to 'A' level and generally across the curriculum).
(f) Adult Education/Vocational Preparation. (Responsible for CPVE).
(g) Leisure Studies and Placements (A.T.S., V.T.S., CPVE two posts).
(h) Music (for specialist courses and as part of personal education).
(i) Word Processing and Computing
(j) Design, Education/Technology and Business Studies
(k) Hairdressing (two posts).
(l) Catering
(m) Retail and Distributive.

Application forms and further particulars can be obtained by sending a s.a.e. to the Education Officer, Borough Education Office, Huyton Hey Road, Huyton, Merseyside L36 5YH. Closing Date 18 April. (64635) 140020

Scale 1 Posts

EAST SUSSEX

BRIGHTON, HOVE & SUSSEX SIXTH FORM COLLEGE
Dyke Road, Hove BN3 6EG
16 - 19. Roll: 990
Required from September: (Scale 2) teacher of Mathematics to lead a new department initially offering 'A' and 'O' courses. Ability to offer additional subjects advantageous.
Application forms (see please) from and returnable to the Principal. (55888) 140018

EAST SUSSEX

BRIGHTON, HOVE & SUSSEX SIXTH FORM COLLEGE
Dyke Road, Hove BN3 6EG
16 - 19. Roll: 990
Required from September: (Scale 2) teacher of Mathematics to lead a large department offering 'A' and 'O' courses. Ability to offer additional subjects advantageous.
Application forms and further particulars (s.a.e. foolscap) obtainable from the Headmaster to whom completed forms should be returned by 1st May, 1984. (67080) 135628

SOMERSET

YEOVIL COLLEGE
Lecturer Grade I Service/Reception. Lecturer Grade I Cert Cookery.
Bas under Further Education. (67077) 140022

Special Education

Headships

OLDHAM METROPOLITAN BOROUGH

HARDMAN FOLD SCHOOL
Dean Street, Failsworth

SCHOOL HEADSHIP

Required for September 1984. Head Teacher for this group 4 (S) all age school for maladjusted pupils.

This is a purpose built 50 place school with hostel accommodation for 24 boys and girls and a separate hostel for girls.

A Teacher is required with proven managerial ability and successful experience in teaching maladjusted children.

Additional training in special education is desirable.

Send s.a.e for application form to The Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP to whom completed forms should be returned by 4th May 1984. (56933) 160018

Heads of Department

BUCKINGHAMSHIRE

Beaconsfield/Chiltern Area
IVER HEATH COUNTY MIDDLE SCHOOL
Required for September 1984 **HEAD OF DEPARTMENT SPECIAL NEEDS WITH LEARNING DIFFICULTIES (SCALE 3)**
Required for September 1984, an imaginative and creative teacher to take charge of a newly established department and to assist with the integration of children with learning difficulties into mainstream education.
Application for and further details obtainable from the Education Officer, 56 London Road, Amersham on receipt of a s.a.e. please. (58665) 160016

HAMPSHIRE

EDUCATION COMMITTEE
ADVISORY TEACHER SCALE 2

Required from September 1984. Advisory Teacher for Children with Learning Difficulties. Candidates will be based at Winchester Teachers' Centre.

Applications are invited from suitably qualified and experienced teachers who wish to take up an appointment as Advisory Teacher for Children with Learning Difficulties. Additional qualification or experience in Special needs desirable for this post.
Further details and application forms available from The Area Education Officer, Southgate House, St. Swithun Street, Winchester, on receipt of a foolscap stamped addressed envelope.
Closing date for completed application forms 30th April 1984. (67284) 160020

HERTFORDSHIRE

COLNBROOK SCHOOL
Hayling Road, South Oxhey, Herts.
Required for September, 1984 **TEACHER** of the Group 4(S) School for children with moderate learning impairment from suitably qualified and experienced teachers who hold an Advanced Diploma in Special Education.
Further details and application forms from the County Education Officer, Rural Area, County Hall, Hertford SG13 8DF to be returned by 4th May. (67234) 160016

Deputy Headships
Second Masters/ Mistresses

CAMBRIDGESHIRE

CLAYTON SCHOOL
Hatton Park, Orton Goldhay, Peterborough PE2 5QZ
Tel: Peterborough 232346
Head Teacher: Mr. C.T. Gale
DEPUTY REQUIRED FOR SEPTEMBER, 1984:
Day/Day Head Teacher (58 plus Extraneous Duties Allowance) for this 11 - 16 residential school for mentally handicapped children. Relevant experience and qualifications essential. Informal visits welcome.
Suitable housing assistance.
Further details and application forms available from the Head Teacher at the above address (s.a.e. first class). Closing date 30th April, 1984. (67208) 160018

EAST SUSSEX

GROVE PARK SCHOOL
Church Road, Crowborough TN6 1AG
ESN(S). All ages
Required from September: Suitably qualified and experienced teacher for the post of Deputy Head of this school for children with severe learning difficulties. Experience and interest in curriculum and staff development an advantage.
Relocation grants available in approved cases.
Application forms (see please) from the Principal, Education Office, Huyton Hey Road, Huyton, Merseyside L36 5YH (stating number(s) you are interested in).
Closing date for completed applications 30 April 1984. (55907) 140028

EAST SUSSEX

BRIGHTON, HOVE & SUSSEX SIXTH FORM COLLEGE
Dyke Road, Hove BN3 6EG
16 - 19. Roll: 990
Required from September: (Scale 2) teacher of Mathematics to lead a new department initially offering 'A' and 'O' courses. Ability to offer additional subjects advantageous.
Application forms and further particulars (s.a.e. foolscap) obtainable from the Headmaster to whom completed forms should be returned by 1st May, 1984. (67080) 135628

NORTH YORKSHIRE

COUNTY COUNCIL
SELBY TECHNICAL COLLEGE
LECTURER GRADE I :
ECONOMICS
Required on opening of College in September 1984 to teach 'A' level Economics and Economics to 'O' level and BTEC National Diploma Course in Business Studies.
Application forms and further particulars (s.a.e. foolscap) obtainable from the Headmaster to whom completed forms should be returned by 1st May, 1984. (67083) 135628

YORKSHIRE

THE NATIONAL AUTISTIC SOCIETY

STORM HOUSE SCHOOL
Wath-on-Dearne, Yorkshire

DEPUTY/PRINCIPAL - BURNHAM GRADE 3(S)

This is a small friendly residential and day school catering for autistic children. It is currently expanding and the Deputy needs an experienced person as deputy who will also teach a class of 8 older and more able autistic pupils.

For further details and application forms please send foolscap SAE to: The General Secretary, The National Autistic Society, 276 Willesden Lane, London NW2 5RA. Closing date for completed forms (55921) 1st May 1984. 160018

Heads of Department

BUCKINGHAMSHIRE

Beaconsfield/Chiltern Area
IVER HEATH COUNTY MIDDLE SCHOOL
Required for September 1984 **HEAD OF DEPARTMENT SPECIAL NEEDS WITH LEARNING DIFFICULTIES (SCALE 3)**
Required for September 1984, an imaginative and creative teacher to take charge of a newly established department and to assist with the integration of children with learning difficulties into mainstream education.
Application for and further details obtainable from the Education Officer, 56 London Road, Amersham on receipt of a s.a.e. please. (58665) 160016

BUCKINGHAMSHIRE

COUNTY COUNCIL
MILTON KEYNES AREA
THE MILTON KEYNES SECONDARY TUTORIAL UNIT
CO-ORDINATOR - SCALE 4
Required for September 1984 or as soon as possible thereafter, a co-ordinator responsible for the Nursery Group. The teacher appointed will also be expected to undertake a share of the Portage Home Advisory Service.
Application forms are available (s.a.e. please) from the Director of Educational Services (for Staffing), Walton House, Mercury Gardens, Romford RM1 3DR. (67257) 160020

HERTFORDSHIRE

WELLSBURY HOUSE ST. CHRISTOPHER'S FELLOWSHIP
Great Offley, Nr. Hitchin, Herts.
Tel: Hitchin 78443
Required from 1st Jan, 1984, initially for two terms, an experienced teacher to take charge of a small group of boys for a Remedial Unit. Scale 2 post available.
Apply in writing to the Director, Social Education Centre, North Herts Divisional Education Office, Gernon Road, Letchworth, Herts SG6 3JN, from whom further details are available (SAE please). (53925) 160020

HERTFORDSHIRE

TEACHER-IN-CHARGE AMWELL VIEW SCHOOL
required for September 1984 a teacher in charge of a unit for classes of pupils with moderate learning needs.
A Scale 3 post is offered if the applicant has some experience in the multi-disciplinary approach to the education of pupils with severe needs and complex learning difficulties and is able to fulfil the duties of Teacher-in-Charge. An Advanced Diploma desirable.
Application form and further details available from The Headmistress, Amwell View School, Stanstead Abbots, Nr. Ware, Herts. SG12 8RG and should be returned as soon as possible. (67330) 160020

HERTFORDSHIRE

CHAMBERSBURY J.M.I. SCHOOL
Hill Common, Homel Hempstead
Applications are invited from suitably qualified and experienced teachers for the post of teacher in charge of a small unit for boys with emotionally disturbed children with learning difficulties who is to be an integral part of the primary school from September 1984 when a special class allowance.
Informal visits welcomed.
Forms from the Head Teacher (s.a.e. please). (67352) 160020

DERBYSHIRE

APPOINTMENT FOR SEPTEMBER 1984

Teacher of Woodwork - ability to teach Mathematics an advantage - for Senior Classes of Hearing Impaired Children. Qualified Teacher of the Deaf required or staff willing to undertake In-Service training leading to the qualification awarded by the B.A.T.O.D.

Salary Scale II(S).

Application form and further details from Principal, Royal School for the Deaf, Stanstead Road, Derby DE3 8BE. Early application appreciated. (59699) 160020

DORSET

Due to retirement we require in September a General Subject Teacher with a particular interest in RURAL STUDIES at this Non Maintained boarding secondary school for boys with special educational needs. Could be a Scale 2 post. RS plus ED allowances paid.

Send SAE to Headmaster, St. Francis School, Hooke, Beaminster, Dorset DT8 3NA for further details and application forms. Closing date 4th May. (56697) 160020

HAVERING

LONDON BOROUGH OF HAVERING
HAVERSBOURNE SCHOOL
Nelmes Crescent, Farnington, Hornchurch (Parish Hill), Romford RM11 3QS
(Roll 1050)
School for children with learning difficulties.
Tel: Hornchurch 41800
Required September 1984 Scale 2 teacher required for Nursery Group. The teacher appointed will

SPECIAL EDUCATION
continued

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

BOROUGH OF REMEDIAL SERVICE

Suitably qualified and experienced PERIPATETIC ASSISTANT TEACHERS (SCALE 2) required for September 1984 to assist the Borough's Remedial Service. Members of the Service give help to pupils both in their schools and at Remedial Centres.

The Service is well-established and resourced; there is also a full programme of in-service training.

Outer London Allowance is payable.

Application forms are available from the Director of Educational Services, Education Office, Lynton House, 255-259 High Road, Ilford, Essex IG1 1NN, to whom completed forms should be returned by 4th May 1984. (5705/7) 160020

SURREY
EDUCATION COMMITTEE
WEY (HOUSE SCHOOL
Bramley, Guildford
Assistant teacher required September 1984. To be suitably qualified and have experience of working with adolescent girls who have educational, emotional and behavioural difficulties. Responsible for a small Class teaching of a small group aged 13 to 14, plus Home Economics throughout the school to CSE level. Willingness to undertake an average of 2 hours duty. Additional and Sleeping-in Duties as required. Resident or non-resident post. Married or single residential accommodation available. Scale 3 plus Additional Duties and Fringe Allowances.
Application forms and details from Head (SAE please). Closing date 4th May 1984. (3598B) 160020

CHESHIRE
EDUCATION COMMITTEE

STANNEY COUNTY COMP. SCHOOL
Stanney Lane, Ellesmere Port, Wirral

(051-355 5248)

A well established 11 - 18 school. Excellent facilities in all areas

REQUIRED FOR SEPTEMBER 1984

SCALE 1 PLUS £711 SPECIAL CLASS ALLOWANCE

ASSISTANT FOR SPECIAL EDUCATIONAL NEEDS DEPARTMENT

For details please see advertisement in Special Posts 3 classification. (6726J)

EAST SUSSEX
HILLSIDE SCHOOL
Fernshaw Road, Portslade BN4 2HU
ESN(S). All ages. Hall. 69 Situated from September. Suitably qualified and experienced teacher with particular interest in children with severe learning difficulties. Scale 1 plus Special Schools Allowance.
Relocation grants available in approved cases.
Application forms (see please) from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes, East Sussex BN7 1SG, to be returned to the Head Teacher. Closing date April 30th. (5381P) 160022

ESSEX
Wanted for September, or earlier, at this Independent Residential School for maladjusted boys, aged 13 to 16 years.

Full-time permanent teacher of Mathematics and Technical Drawing to C.S.E. level. Ability to introduce computer work an advantage. This post could be available for a single person.

Full-time permanent teacher to concentrate on C.S.E. English. Music an advantage.

Application by letter to The Headmaster, The Chelmer Residential School, Maldon Road, Chelmsford, Essex CM2 7BZ. (Chelmsford (72300). (5969A) 160022

HUMBERSIDE
EDUCATION COMMITTEE
BRIDLINGTON
CARNFORTH Crescent, Bridlington
Required from 1st September, 1984: TEMPORARY TEACHER OF MEDIA ASSISTANT to take responsibility for a class of 12 to 13 children aged between 11 and 13 who have problems in learning, and difficulties. An ability and willingness to teach Physical Education to girls would be desirable.
Application forms and further information obtainable from the Head Teacher at the address of the school to whom completed forms should be returned within 10 days of this advertisement. (5993A) 160022

SHROPSHIRE
CASTLE HILL SCHOOL
Ludlow, Shropshire SY8

We are seeking to appoint 2 Residential Social Workers, one temporary (due to maternity leave) and one permanent, both N.J.C. grade 3 (£6,618 - £7,404) plus sleep-in allowance of £6.63 per night on duty. The successful applicants will be expected to be part of a multidisciplinary team committed to the concepts of a therapeutic environment as outlined in the Barnack report. Castle Hill is an independent residential special school catering for 38 boys with special needs. Minimum qualifications teaching or social work certificate.

Applications in writing to The Registrar together with C.V. + 2 referees, and B.A.E. Information relating to R.P. Morris, Principal Tel: 0584 5185. (6716H) 160022

SUFFOLK
COUNTY COUNCIL

WARREN SCHOOL
Clarkes Lane, Lowestoft

Required for September 1984. Teacher (Scale 1 plus Special Schools Allowance) to work in the Nursery Class. Children are admitted to the Nursery Class as part of the assessment of their educational needs, and may move on into the main school or into primary schools. Experience of nursery/primary education is essential, and special needs education would be an advantage.

Further details from the Headteacher (see please), to be returned to the school. (5598H) 160022

SUFFOLK
COUNTY COUNCIL

THE THOMAS WOLSEY SCHOOL
648 Norwich Road, Ipswich

Required for 1 year from September 1984, an experienced enthusiastic physical education specialist Teacher Scale 1 with Special Schools Allowance. To cover for secondment. The school has wide involvement both locally and nationally in various sports, and looks to expanding this involvement.

Further particulars and forms of application obtainable from the Head Teacher (see please) to be returned to the school as soon as possible. (5599A)

SURREY
EDUCATION COMMITTEE
WALTON REMEDIAL CENTRE
Ashley Road, Walton on Thames

Scale 1 teacher required September 1984 with wide experience of teaching reading. Preferably with extra qualifications.

Application forms from Area Education Office, Fell Weybridge 52811 to be returned to Centre. (6598E)

TANZANIA AND THAILAND
Teachers of the deaf and of the blind are needed to work overseas for two years from August, 1984.

For details of terms and conditions of service, see Overseas Section. (5952J)

WILTSHIRE
Please see display advertisement on Page 31. (6578J) 160022

WILTSHIRE
WROUGHTON BRIMBLE HILL
Burderop, Wroughton, Swindon

Group 4

Scale 1 teacher required for 1st September, 1984 to work in this school for children with severe learning developmental difficulties. A qualification in special education will be an advantage.

Full letter of application and curriculum vitae, including the names of two referees to the Head Teacher by 1st May 1984. (6578A) 160022

Independent Schools

Deputy Headships
Second Masters/ Mistresses

KENT
CRANBROOK SCHOOL
Kent

Has a vacancy for a DEPUTY HEAD (GROUP 2) required for September 1984, to work with the Headmaster and Vice-Master in the running of the 11 - 18 co-educational Voluntary Aided Upper School. All pupils (offered (if desired, free accommodation could be available in return for assistance with the boarding side). The resident holder, a lady, has been in charge of timetable and curriculum, and applications from those with curriculum expertise will be welcome. Roles within the senior team are flexible, however.

Please write or telephone to the Headmaster's Secretary at Cranbrook School, Waterloo Road, Cranbrook, Kent TN17 3JD, (phone 0580 712554) for further details as soon as possible. (5218J) 160012

By Subject Classification

Arts and Design

Heads of Department

DORSET
Required in September 1984, to be in charge of Art throughout the school up to O level CSE and G.C.E. standard. Resident post for single person. Burnham Scale. Ability and willingness to help with school dramatic society a distinct advantage.

Apply in writing to Headmaster, Hurn Court School, Christchurch, Dorset BH23 6AS, quoting two referees. (5357G) 181918

ISLE OF MAN
KING WILLIAM'S COLLEGE
Isle of Man

(HMC, 580 boys, girls in the Sixth Form)

Required for September 1985 or January 1985, a well-qualified person to take charge of the teaching of ART throughout the school. Very good facilities and great opportunities to be fully involved in the life of the school.

Board and lodging during term for bachelor. Married accommodation available. Income Tax Burnham Scale 4 plus K.W.C. allowance.

Applications with curriculum vitae and two references and full details of vacancies from The Principal, King William's College, Castletown, Isle of Man. (5215A) 181918

Other Assistants

WEST SUSSEX
TEACHER OF GENERAL ARTS SUBJECTS required September to teach to Common Entrance level in co-educational school.

Ability to coach boys' games an advantage.

Single accommodation.

Applicants should submit a C.V. with the names of two referees to:- The Headmaster, Great Ballard School, Eartham, Chichester, West Sussex PO18 0HX. (5591S) 181224

Appointments in Scotland

STRATHCLYDE
UNIVERSITY OF STRATHCLYDE

DEPARTMENT OF MODERN LANGUAGES

PART-TIME M.LITT COURSE IN CONTEMPORARY GERMAN STUDIES

Applications are invited from suitably qualified graduates for this two-year course which is designed for those who wish to develop their understanding of contemporary German culture.

Starting date September 1984.

Further information may be obtained from Dr. Malcolm Pender, Department of Modern Language, University of Strathclyde, Livingstone Tower, 26 Richmond Street, Glasgow G1 1XH. (6716P) 170056

ORKNEY ISLANDS COUNCIL

Education Department
PAPDALE PRIMARY SCHOOL
(Roll 530)

ASSISTANT HEAD (MIDDLE SCHOOL)

Applications are invited from experienced teachers for the above post which will become vacant at the end of the present session.

The responsibility payment is £1,726 with an island payment of £471 per annum.

Further details and application forms may be obtained from:

The Director of Education
Orkney Islands Council
Council Offices
Kirkwall, Orkney

where they should be returned not later than 4th May 1984. (6883)

Strathclyde Berkshire

HEAD

The Warden and Council of St. Andrew's College, Bradfield, invite applications from men and women for the post of Head which will fall vacant at the end of the Spring Term 1985.

Full particulars of the post, together with Instructions for submitting applications, can be obtained from the Clerk to the Warden and Council, R.G.A.Youard, 35 Basinghall Street, London EC2V 5DB.

Applications should be submitted as soon as possible and in any case should reach the Clerk not later than 8th May, 1984. (4003)

BRADFIELD COLLEGE Berkshire

HEAD

The Warden and Council of St. Andrew's College, Bradfield, invite applications from men and women for the post of Head which will fall vacant at the end of the Spring Term 1985.

Full particulars of the post, together with Instructions for submitting applications, can be obtained from the Clerk to the Warden and Council, R.G.A. Youard, 35 Basinghall Street, London EC2V 5DB.

Applications should be submitted as soon as possible and in any case should reach the Clerk not later than 8th May, 1984. (4003)

ILFORD (London Borough of Redbridge) URSULINE CONVENT HIGH SCHOOL Morland Road, IG1 4QS

HEAD

Required for this independent 3 fe grammar school for girls. Roll 435 - Group 9 salary. To commence in September 1984/January 1985.

The Governors invite applications from suitably qualified and experienced Roman Catholic teachers for this Headship.

The successful applicant will face the challenge of leading the school into a new phase of development under lay management.

Full details and application forms may be obtained from:

The Secretary to the Governors
8 Coventry Road
Ilford
Essex IG1 4QS

(6838)

Strathclyde Regional Council

SOCIAL WORK DEPARTMENT

LIAISON TUTOR

Social Education Unit, Community Services Centre, Queen Street, Paisley.
Salary Scale -- A.P.III/IV - £7,404 - £9,363.

This post is funded under Urban Aid and is temporary for the duration of the Project.

This unit provides short-term educational and day care facilities for a group of ten adolescents who are experiencing social and educational difficulties. The person appointed will assume responsibility for the educational component of the unit's work, as well as liaising with various other educational establishments, with a view to re-integration of pupils. The tutor would contribute to the unit's flexible multi-disciplinary approach to supporting vulnerable young people within the community. Applicants must hold a teaching qualification.

Application forms may be obtained from the Assistant Director of Manpower Services, Regional Officers, Cotton Street, Paisley, to whom completed forms, quoting Ref. R718, should be returned by 30th April, 1984. (6984)

R.M.Q. McCULLOCH
Director of
Manpower Services

SCOTTISH COMMUNITY EDUCATION MICROELECTRONICS PROJECT

The Scottish Community Education Microelectronics Project (SCEMP) is a project jointly funded by the Scottish Microelectronics Development Programme and the Scottish Community Education Council, to identify and develop the scope of computers as a community resource, on a national level.

Applications are invited for the post of:

PROJECT MANAGER

To be responsible for the management, organisation and day-to-day running of SCEMP, in accordance with the decisions of the Management Committee. The Project Manager's duties will include the initiation and support of new activities and events in response to SCEMP policies, including the Management of Computer Software Development, the provision of training and advice to community organisations and services, and liaison with a number of agencies with an interest in the development and application of computers in the community.

The post exists until 31st March, 1987, with a salary of £9,822 per annum, moving to £10,741 per annum in two steps.

The postholder should have an appreciation of the potential for the application and use of microcomputers in the community, and be able to relate to community education and other areas of work in the community. Experience of computer programming is essential.

The closing date for applications is Friday, 27th April, 1984.

Application forms and further details of the post can be obtained from:

Mr Graham Berry
SCET
74 Victoria Crescent Road
Glasgow G12 9JN. Tel: 041 334 9814

(6972J)

GRENVILLE COLLEGE
Bideford, North Devon
Age-range 11 to 18
A Western Division Woodard Boys' public school
Required for September 1984

GRADUATE TEACHER OF ENGLISH

for intelligent dyslexic boys to teach in an old established and nationally known Dyslexia Unit up to English Language and Literature 'O' level standard.

The successful candidate would be one of six full-time teachers in this Department. Personality, enthusiasm and adaptibility would be important qualities, and the post would be suitable either for an experienced teacher of English or for a young graduate with PGCE. Applicants to be interested in this field and prepared to take the appropriate holiday Courses and in-service training. Inexpensive housing is available locally.

Write or telephone for particulars to the Headmaster's Secretary, Grenville College, Bideford, North Devon EX39 3JR, Tel: 02372 2212. Applications with a full CV and the names, addresses and telephone numbers of two referees should be sent to the Headmaster. (6894)

INDEPENDENT ART
continued

CORNWALL
TRURO SCHOOL
Cornwall

Independent Day and Boarding. 830 boys, 220 in 6th form, including 55 girls. Required for September 1984, a teacher (Scale 1) to teach CERAMICS and possibly some Art.

This is an additional appointment in an expanding department. Willingness to participate in, and help organise games or extra-curricular activities, is a strong added recommendation.

Apply in writing to the Headmaster, with curriculum vitae, and names, addresses and telephone numbers of two referees to Tony Tremnick, School, Tremnick Lane, Truro, Cornwall TR1 1TH. Please mark the envelope 'Ceramics'. (6716M) 181224

Application forms and details may be sent to short-listed applicants only. (5936S) 181224

MIDDLESEX
THE NORTH LONDON COLLEGIATE SCHOOL
Canons, Edgware, Middlesex HA8 7RJ

(Independent School - formerly Direct Grant - 500 girls)

A versatile and experienced teacher is needed for three days a week from September, 1984 to join a team of practising artists teaching in the Art Department. The successful applicant must be capable of fostering creative ideas of both painting and 3D design, including pottery, and should also have a general interest in other aspects of the department's work such as photography and exhibition of the School Magazine, and the theory and art history. A folio of recent work and examples of the applicant's own work will be needed at the interview stage.

Applications by letter in the candidate's own hand, together with Curriculum Vitae and names and addresses of two referees, to the Head Mistress, Miss Janet Neale. (6704S) 181224

YORK
BOOTHAM SCHOOL
York YO1 2XU

(HMC, Independent, Quaker, 240 Co-educational)

ART teacher required for September to teach painting and drawing up to A level. There is a strong emphasis on leisure activities, and candidates should be well qualified and versatile. A subsidiary subject is required. Applicants must be willing to take an active part on the boarding side and accommodation is provided. The post could appeal to a young, enthusiastic person looking for greater possibility. Salary Burnham Scale I with residential allowance.

Applications with c.v. and names, addresses and telephone numbers of two referees to the Headmaster, from whom further details may be obtained. (5941) 70501 ext. 5941) 181224

Classics

Other Assistants

BEDFORD
BEDFORD HIGH SCHOOL (Girls' Schools Year Book - Page 15)

Required for September 1984 a good honours graduate in Classics to teach Latin throughout the school up to O level and A level and Oxbridge entry, and Classical Studies.

Please apply to the Headmistress, with names and addresses of two referees and full curriculum vitae and a stamped, addressed envelope. 181684

BRADFORD
THE GIRLS' GRAMMAR SCHOOL
Bradford BD9 6RB
Tel: 45338

Bradford Girls' Grammar School Requires for September 1984, to teach LATIN throughout the school - part or full time.

State secondary language experience and qualifications.

Salary according to experience and qualifications.

Please apply to the Headmistress giving the two names for reference. (5748G) 181624

DORSET
SHERBORNE SCHOOL FOR GIRLS
Dorset

Required in September 1984 graduate to teach English and Classical Studies to A-level. Non-resident post.

Apply in writing to the Headmistress, giving details of qualifications and experience, with the names and addresses of two referees. (6707I) 181624

LANCASHIRE
BURY GRAMMAR SCHOOL (GIRLS)
Bridge Road, Bury, Lancs. BL9 0HN

Direct grant Main School 550 Girls 170 Sixth Form

Required in September a graduate in the teaching of Latin throughout the school, and in Sixth Form A level classics. Scale 3 is available to a well qualified and experienced graduate but beginners with a flair for Games and interest in outdoor pursuits will be considered.

Please apply directly to the Headmistress, Miss M.D. Skilbeck, B.A., giving full curriculum vitae and names of two referees. (6714J) 181624

LEEDS
LEEDS GRAMMAR SCHOOL
Moorland Road, Leeds LS6 1AN

(HMC, Assisted Places, Independent)

(1,100 boys 10 - 19, 280 in sixth form)

Required for September 1984 a well qualified graduate to teach CLASSICS throughout the school. The successful candidate will be expected to offer some Junior teaching in another subject and to take a full part in out-of-school activities; preferably Scouts or CCF.

Applications in writing, together with full curriculum vitae, names, addresses and telephone numbers of two referees should be made to the Headmaster, from whom further details may be obtained. (5947G) 181624

Computer Studies

Other Assistants

HERTFORDSHIRE
Required in September, teacher of Computer Studies to start subject in 6th form secondary school (co-ed 11 - 18).

Apply with c.v. and names of two referees, starting what other subjects you can offer, to The Headmistress, St Martha's Convent, Hastings, Bourne, Barnet, Herts. EN5 4PX. (6717S) 182024

Craft, Design & Technology

Other Assistants

KENT
SEVENOAKS SCHOOL

(800 pupils, including 120 girls in the Sixth Form, going fully co-educational in September)

TEACHER OF DESIGN/ CRAFT

Dynamic person required with wide training, interests and experience able to teach Design to A level; co-ordinate and influence activities in a busy workshop area. Salary Burnham Scale I and accommodation available.

Details from the Headmaster, Richard Barker, Sevenoaks School, Kent TN13 1HU.

Applications should be accompanied by the names, addresses and telephone numbers of two referees. (6489J) 182124

SHROPSHIRE
ELLESMERE COLLEGE Shropshire

H.M.C. Woodard

Required from September 1984 a Craft Teacher with interest in both woodwork and metalwork, who has an appreciation of good design, and experience in co-ordinating large interest engineering projects. He will be responsible for creating purpose-built, multi-media workshop and will have considerable freedom to structure his own courses.

An experienced teacher in this field would be an advantage, but a newly qualified student with exceptional artisan skills will also be considered.

The school has its own salary scale and single accommodation is available.

Application with full curriculum vitae and names and addresses of two referees to the Headmaster, Ellesmere College, Ellesmere, Shropshire SY12 9AB. (Tel: 69211). (5917K) 182024

Economics

Heads of Department

ESSEX
BRENTWOOD SCHOOL
Middx. CM14 4AS
HEAD OF ECONOMICS AND BUSINESS STUDIES
Required for SEPTEMBER, 1984 a HEAD of ECONOMICS and BUSINESS STUDIES, to lead a strong Department and teach to Sixth Form level.

Further details available on application to the Headmaster, Brentwood School, Brentwood, Essex CM15 8AS. (5597G) 182218

Other Assistants

MERSEYSIDE
ST ANSELMS COLLEGE
Please see our advertisement on page 74

READING
THE ABBEY SCHOOL
Reading

Independent

Required for September 1984 GRADUATE to teach Economics to A level in an expanding department. The person appointed may be expected to assist in teaching all levels of the school. The school is well equipped with a microcomputer serving eighteen terminals and several microcomputers. The BBC microcomputers have been installed with an econet network. In addition to computing courses, computer control systems in an engineering studies course are being developed.

Scale post according to the candidate's qualifications and experience.

Apply with curriculum vitae to The Headmistress, The Abbey School, Kendrick Road, Reading RG1 5DZ. (5278J) 182024

SHEFFIELD
SHEFFIELD HIGH SCHOOL
10 Rutland Park, Sheffield S10 2PE

The Girls' Public Day School Trust

Headmistress: Miss D.M. Skilbeck, B.A.

Tel: 0742 660324

Required for September 1984 part-time teacher to introduce Computer Studies and teach Lower School Science.

Please apply by letter to the Headmistress, Miss D.M. Skilbeck, B.A. giving curriculum vitae and names of two referees.

Please enclose stamped addressed envelope.

Closing date 27th April 1984. (5565S) 182084

LEEDS
LEEDS GRAMMAR SCHOOL
Moorland Road, Leeds LS6 1AN

(HMC, Assisted Places, Independent)

(1,100 boys 10 - 19, 280 in sixth form)

Required for September 1984 a well qualified graduate to teach CLASSICS throughout the school. The successful candidate will be expected to offer some Junior teaching in another subject and to take a full part in out-of-school activities; preferably Scouts or CCF.

Applications in writing, together with full curriculum vitae, names, addresses and telephone numbers of two referees should be made to the Headmaster, from whom further details may be obtained. (5947G) 181624

LONDON
ST. PAUL'S GIRLS' SCHOOL
Brook Green, London W6

Required from September 1984 a good Honours graduate to teach LATIN or GREEK throughout the School to A and Scholarship Level.

Applications in writing to the High Mistress giving a full curriculum vitae and the names and addresses of two referees. (6758S) 181624

Other Assistants

HERTFORDSHIRE
Required in September, teacher of Computer Studies to start subject in 6th form secondary school (co-ed 11 - 18).

Apply with c.v. and names of two referees, starting what other subjects you can offer, to The Headmistress, St Martha's Convent, Hastings, Bourne, Barnet, Herts. EN5 4PX. (6717S) 182024

BRADFORD
THE GIRLS' GRAMMAR SCHOOL
Bradford BD9 6RB
Tel: 45338

Bradford Girls' Grammar School Requires for September 1984, to teach LATIN throughout the school - part or full time.

State secondary language experience and qualifications.

Salary according to experience and qualifications.

Please apply to the Headmistress giving the two names for reference. (5748G) 181624

DORSET
SHERBORNE SCHOOL FOR GIRLS
Dorset

Required in September 1984 graduate to teach English and Classical Studies to A-level. Non-resident post.

Apply in writing to the Headmistress, giving details of qualifications and experience, with the names and addresses of two referees. (6707I) 181624

LANCASHIRE
BURY GRAMMAR SCHOOL (GIRLS)
Bridge Road, Bury, Lancs. BL9 0HN

Direct grant Main School 550 Girls 170 Sixth Form

Required in September a graduate in the teaching of Latin throughout the school, and in Sixth Form A level classics. Scale 3 is available to a well qualified and experienced graduate but beginners with a flair for Games and interest in outdoor pursuits will be considered.

Please apply directly to the Headmistress, Miss M.D. Skilbeck, B.A., giving full curriculum vitae and names of two referees. (6714J) 181624

LONDON
ST. PAUL'S GIRLS' SCHOOL
Brook Green, London W6

Required from September 1984 a good Honours Graduate to teach ENGLISH throughout the School to A and Scholarship Level.

Applications in writing to the High Mistress giving a full curriculum vitae and the names and addresses of two referees. (6758S) 181624

READING
THE ABBEY SCHOOL
Reading

Independent

Required for September 1984 GRADUATE to teach COMPUTER STUDIES in an expanding department. The person appointed may be expected to assist in teaching all levels of the school. The school is well equipped with a microcomputer serving eighteen terminals and several microcomputers. The BBC microcomputers have been installed with an econet network. In addition to computing courses, computer control systems in an engineering studies course are being developed.

Scale post according to the candidate's qualifications and experience.

Apply with curriculum vitae to The Headmistress, The Abbey School, Kendrick Road, Reading RG1 5DZ. (5278J) 182024

SHEFFIELD
SHEFFIELD HIGH SCHOOL
10 Rutland Park, Sheffield S10 2PE

The Girls' Public Day School Trust

Headmistress: Miss D.M. Skilbeck, B.A.

Tel: 0742 660324

Required for September 1984 part-time teacher to introduce Computer Studies and teach Lower School Science.

Please apply by letter to the Headmistress, Miss D.M. Skilbeck, B.A. giving full curriculum vitae and names of two referees.

Please enclose stamped addressed envelope.

Closing date 27th April 1984. (5565S) 182084

Other Assistants

DERBYSHIRE
ST. ELPHIN'S SCHOOL
Darley Dale, Matlock

Church of England Boarding/Day School for Girls

Required September 1984 GRADUATE SPECIALIST to teach ENGLISH throughout the School. In addition to full duties in the teaching of English, the successful candidate will be required to undertake responsibility for the SCHOOL LIBRARY.

Further information from and applications to the Headmaster. (6728J) 182424

DORSET
SHERBORNE SCHOOL FOR GIRLS
Dorset

Required in September 1984 honours graduate to teach English throughout the School. The post will include Sixth Form and University Entrance work.

Apply in writing to the Headmistress giving details of qualifications and experience, with the names and addresses of two referees. (5930G) 182424

GLOUCESTERSHIRE
CHELTENHAM LADIES' COLLEGE

English teacher, Scale 1, required for September to teach English throughout the curriculum, including preparation for Ordinary and Advanced Levels. Candidates with a good honours degree and qualification for this post is a good Honours degree in English Literature and alternative qualifications will not be considered. This will be a non-residential post. Apply to The Principal, Ladies' College, Bayshill Road, Cheltenham GL50 3AE, giving full curriculum vitae and the names and addresses of two referees. (5956G) 182424

HERTFORDSHIRE
ST. ALBANS HIGH SCHOOL
400 girls in Senior School, 110 in Sixth Form

Required for September 1984 graduate to share in the teaching of ENGLISH throughout the school to 'O' and university standard. Willingness to teach Drama would be a strong recommendation but not essential. London Fringe Allowance. Scale 1 and 2 available for suitably qualified applicant.

Details (SAE please) from Headmistress to whom application should be made in writing with C.V., names and addresses of two referees by Monday, 30th April. (5918J) 182424

LANCASHIRE
BURY GRAMMAR SCHOOL (GIRLS)
Bridge Road, Bury, Lancs. BL9 0HN

Direct grant Main School 550 Girls 170 Sixth Form

Required in September, owing to illness, a temporary assistant in the English department to teach to A level and Oxbridge results. Interest in drama would be welcome.

Please apply directly to the headmistress at the school (no forms) with curriculum vitae and the names of two professional referees. (6714J) 182424

Geography

Heads of Department

NORTH WALES
RUTHIN SCHOOL (SHMIS)

Required for September 1984 HEAD OF GEOGRAPHY to teach and organize Geography throughout the School together with Economics in the Sixth Form.

The salary is based on Burnham Scale with Government Superannuation.

A strong interest in Games and other out-of-school activities would be an added qualification.

Applications should be sent to the Headmaster, Ruthin School, Ruthin, Clwyd, giving qualifications, experience, and the names and addresses of two referees. (6716A) 182618

MERSEYSIDE
ST ANSELMS COLLEGE
Please see our advertisement on page 71

Other Assistants

EAST SUSSEX
ANCASTER HOUSE SCHOOL
Bexhill-on-Sea
C.S.A.: Independent Boarding and Day Girls 3 - 18

Required for September 1984 a qualified graduate teacher to teach Geography throughout the school to 'A' level. Temporary for one term in the first instance (likely to be longer) with the possibility of a permanent appointment if the successful candidate will be required to participate fully in the extra-curricular life of the school whether resident or non-resident.

Burnham Scale I. Scale II may be available for suitably experienced candidate.

Apply to Headmistress by letter giving curriculum vitae and names of two referees. (6770J) 182624

LONDON
BEIS SHAMMAI GRAMMAR SCHOOL FOR BOYS
74 Hashiland Road, London NW11 6NX

Requires graduate or experienced Geography teacher for September 1984. Salary Burnham Scale. Suitable for appropriate applicant.

CV required. (5587J) 182624

NORTH LONDON
FRIERN BARNET GRAMMAR SCHOOL
Friern Barnet Road, London N11 3DR

Tel: 01-368 3777

(HMC, 1,110 boys (11 - 16) 305 boys (11 - 18))

Wanted for September 1984, temporary graduate to teach half a timetable of Geography to O-level and half a timetable of another subject. The successful applicant will have a distinguished teaching practice record and a proven professional commitment to the academic grammar school tradition.

Interviews will be in May. Salary negotiable.

Applications together with the names, addresses & telephone numbers of three referees to Mr. Green, Senior Assistant Headmaster, Friern Barnet School, Grahame Park Way, Barnet, Herts. EN5 4DP. Short-listed referees should be sent a copy of this advertisement. (6770K) 182624

LONDON
BEIS SHAMMAI GRAMMAR SCHOOL FOR GIRLS
14 Heathland Road, London N16 5NH

Requires graduate or experienced English teacher for September, Scale 2/3 post available. Scale 4 for appropriate applicant. CV required. (5563G) 182424

LONDON
ST. PAUL'S GIRLS' SCHOOL
Brook Green, London W6

Required in September 1984 graduate with a good honours degree in English, preferably with Oxbridge experience, to teach the subject throughout the school. Strong interest in Drama would be a recommendation. This is, initially, a one year appointment with the possibility of establishment.

Written applications with full curriculum vitae and the names and addresses of two referees and some indication of any areas of special interest in literature and education should be sent to the High Mistress. (6759G) 182424

LONDON
LYCEE FRANCAIS
35 Cromwell Road, London SW7 2DG

An experienced graduate teacher of English is required in September. The post is for the whole secondary range including O-level. There may be some Sixth Form work. Written applications, with C.V. and names of referees to the Headmaster, Lycee Francais, 35 Cromwell Road, London SW7 2DG.

LONDON
MENORAH GRAMMAR SCHOOL FOR BOYS
Beverley Gardens, London NW11 9DQ

This exclusive independent school for boys requires an experienced English teacher for September or as soon as possible. Scale 3/3 available for appropriate applicant.

Apply with brief curriculum vitae and names of two referees to The Headmaster. (5580J) 182416

SUFFOLK
SCHOOL OF JESUS AND MARY
Ipswich
Ecumenical Day School for Girls

Required for September 1984, GRADUATE SPECIALIST to teach throughout the School up to 'A' level and to participate in the life of the Boarding School. Free board and lodging for light boarding house duties.

Apply immediately to the Headmistress with C.V. and names of two referees. (5590G) 182424

WEST SUSSEX
OUR LADY OF SION SENIOR SCHOOL
Worthing

Required for September, 1984, English Graduate to teach Spoken English. An interest in boys' games and an ability to coach in one subject area in Lower School would be an advantage. Boarding duties. Burnham Scale. DES Pension Scheme.

Please apply with full C.V. and names, addresses and telephone numbers of three referees to Mr. Green, Deputy Headmaster, Sion Senior School, Stratwick Road, Worthing, West Sussex. (6714G) 182424

WORTH SCHOOL
Turners Hill, Nr Crawley, Sussex RH10 4SD

HMC, 440 boys between 10 and 18. RC, Benedictine (Monastic Community of 35; 12 monks and 45 staff in school. The monks also have a mission in Peru, a pastoral centre in East Dulwich, a Lay Community at Worth, local parishes).

Required for September 1984:

CHEMISTRY GRADUATE

To teach throughout the school to A level standard.

COMPUTING ENTHUSIAST

To familiarise boys/staff with computers, initially a half-timetable of computing and half of subsidiary subject (preferably Chemistry). A new Computer Laboratory is planned for September.

Willingness to participate fully in the life of a boarding school essential.

Salary Burnham scale according to qualifications and experience. Married/single accommodation provided.

Applications plus cv and names of two referees to the Headmaster.

(6801)

INDEPENDENT EDUCATION
continued

History
Heads of Department

CARLISLE

AUSTIN FRIARS SCHOOL
Carlisle

(R.C. Independent
Boarding/Day School See PSVS page 4331)

Required for September 1984 a qualified graduate teacher to be HEAD OF HISTORY.

Salary: Burnham Scale III.

Non-residential post but willingness to help with sport and extra-curricular activities will be an additional recommendation.

Apply by letter including a curriculum vitae and the names and addresses of two referees to: The Headmaster, Austin Friars School, Carlisle, Cumbria CA3 9PB.

Closing date for applications: 26th April 1984 (67133) 182818

LINCOLNSHIRE

STAMFORD HIGH SCHOOL
Lincolnshire

Independent School for Girls - day and boarding

900 pupils 4 - 18 years

REQUIRED FOR SEPTEMBER 1984:- HEAD OF History Department Scale III post. Teaching up to Advanced and University Entrance Levels.

Application in writing, with curriculum vitae and the names and addresses of two referees, as soon as possible to: The Head Mistress, The High School, St. Martin's, Stamford, Lincolnshire PE9 2LP. (34177) 182818

Other Assistants

BERKSHIRE

THE ABBEY SCHOOL
Reading

Independent

HISTORY GRADUATE

Required in September 1984, to teach throughout the School to University entrance standard. A Scale 3 post is available for a suitably qualified and experienced candidate.

Please apply to the Headmistress with full curriculum vitae. (52959) 182824

Home Economics
Other Assistants

HERTFORDSHIRE

CHRIST'S HOSPITAL GIRLS' SCHOOL
Near Hertford, Herts, SG14 1AY

Needlework Mistress required for Autumn Term to start on 20th August, 1984, until July 1985, when the school closes, to teach the subject including full tuition classes up to 'O' level. Salary according to Burnham Scale.

Apply with the names, addresses & telephone numbers of two referees to the Head Mistress at the school. (32444) 183024

Mathematics
Heads of Department

GLASGOW

THE PARK SCHOOL

Head of Mathematics Department required for September 1984. This department is developing courses at general and credit for the new standard grades.

Applications with C.V. and names of two referees to the Headmistress, The Park School, 25 Lynedoch Crescent, Glasgow G3 6EQ. Tel: 041-332 0426. (67170) 183418

ROME

St. George's English School is advertising for Head of Mathematics Area and Assistant Mathematics (see Overseas section). (55915) 183418

BERKSHIRE

THE CONVENT SENIOR SCHOOL
Sunninghill, Ascot, Berkshire

Tel: Ascot 24921.

Independent Boarding and Day School for girls.

Wanted September 1984 part-time teacher for mathematics and/or Computer Science (to 'O' and 'A' level).

Apply to the Headmistress, with copies of testimonials and the names of two referees.

BERKSHIRE

BRIGIDINE CONVENT
King's Road, Windsor

Roman Catholic Day School, Girls 11 - 18

required September 1984 Mathematics & Computing Teacher(s) in First Three Years of Senior School.

Letter of application with Curriculum Vitae and names of two referees to the Headmistress. (67681) 183424

LONDON

ALLEYN'S SCHOOL
Townley Road, Dulwich, SE22

H.M.C. Co-educational Day School

Required for September, 1984, a well-qualified graduate to teach History throughout the school. There will be 'A' level and scholarship work; a specialist in early Modern History will be preferred. Ability to assist with extra-curricular activities, including games, would be an advantage.

The School has its own salary scale, above Burnham with London Allowance, and accommodation will probably be available.

Applications, including a full curriculum vitae and two names, addresses and telephone numbers of referees, should be sent to the Headmaster as soon as possible. (67647) 183824

OXFORDSHIRE

RADLEY COLLEGE

Required for September 1984, a well-qualified History graduate to teach throughout the school up to and including Cambridge Entrance.

Applications with curriculum vitae and the names, addresses and telephone numbers of two referees to: The Bursar, Radley College, Abingdon, Oxon OX14 2HR. (59220) 182824

DERBYSHIRE

ST. ELPHIN'S SCHOOL
Darley Dale, Matlock

Church of England Boarding/Day School for Girls

Required September 1984 GRADUATE MATHEMATICS SPECIALIST to assist in the teaching of Mathematics throughout the school including 'A' level and Oxford and Cambridge Entrance work. Preference will be given to candidates able to assume responsibility for organising COMPUTER WORK within the school.

Further information from and applications to the Headmaster. (67) 183434

DORSET

SHERBORNE SCHOOL FOR GIRLS
Dorset

Required in September 1984 honours graduate to teach Mathematics up to A-level and University Entrance standard. Competence in Applied Mathematics and/or Computing advantageous though not essential.

Apply in writing to the Headmistress giving details of qualifications and experience, with the names and addresses of two referees. (52031) 183424

LONDON

RIVERSTON SCHOOL
Elthorn Road, London SE12

Tel: 01-859 3837

Required for Autumn Term - September 1984.

Teacher of Mathematics GMP to 'A' level - familiarity with computers an advantage. Suitable for candidate seeking first appointment.

Salary by negotiation.

Application to Principal with curriculum vitae and names and addresses of two referees. (67688) 183424

LONDON

ST. BENEDICT'S SCHOOL
Ealing, London W5 1QU

RMC Benedictine Day School 600 Boys (1 - 18) 210 Girls in VIth

required for SEPTEMBER 1984 graduate to teach Mathematics to 'A'Level, with interest in pastoral work with younger boys, and cricket coaching ability. Interest in computing an advantage.

Salary: Burnham plus - subject to qualifications and experience.

Applications, with full curriculum vitae, and names of two referees, to the Headmaster. (55854) 183434

LONDON

BEIS SHAMMAI GRAMMAR SCHOOL FOR BOYS
14 Heathland Road, London N16 5NH

Required September 1984 graduate mathematics teacher for September or as soon as possible. Scale 2/3 post available for appropriate applicant.

CV required. (59700) 183494

LONDON

MENORAH GRAMMAR SCHOOL FOR BOYS
Beverley Gardens, London NW11 9DQ

This exclusive independent school for boys requires an experienced mathematics teacher for September 1984 to teach throughout the school to 'A' level and to be responsible for the organisation of the Department.

Ability to teach a second language desirable.

Applications giving full C.V. and names of two referees should be made to the Headmaster. (67161) 183618

SUFFOLK

REQUIRED SEPTEMBER 1984.

Independent boys boarding school (N.O.R. 300) requires Teacher of Mathematics/Computer Studies. Experienced graduate required for GCE 'O' and 'A' level work. Current range £8,000 - £11,250. Review September 1984. Resident/non-resident post available. Residential accommodation is rent free boarding duties, no deductions made.

Apply with full c/v to the Director, The Ipswich House, Crest Wood, Nr. Ipswich, Suffolk. Closing date 16th May 1984. (56485) 183424

WEST YORKSHIRE

ACKWORTH SCHOOL

September. A graduate in Mathematics for Head. 'A'-'O' and A courses at this independent Quaker Co-educational boarding and day school. Details in P.S.V.S.

Scale 1 or 2 depending upon experience.

Application form and details from The Head, Ackworth School, Pontefract, W. Yorks. (67703) 183434

YORKSHIRE

SCORTON GRAMMAR SCHOOL
Nr. Richmond, Yorkshire

Required for September, Teacher to take charge of Maths teaching to 'O' and 'A' level, with part time help of two assistants. The School is Independent, founded 1761, has 160 boys with 60 boarders.

Applications from candidates seeking a first appointment will be considered; for experienced teacher it would be a scale II post. Residential accommodation (staff mess) will be provided with residential emolument in returns for duties, if desired, at reasonable rates.

Applications, with two references/names of referees to the master. (52912) 183424

Modern Languages
Heads of Department

LONDON EC2

CITY OF LONDON SCHOOL FOR GIRLS
Barbican, London EC2Y 8BB

Required in September, 1984:

Head of the German Department, to teach throughout the school to university entrance and scholarship standard. Scale III post. Applications from well-qualified candidates particularly welcome.

Application with curriculum vitae and referees to the Headmistress as soon as possible. (54815) 183618

WARWICKSHIRE

PRINCETHORPE COLLEGE
Rugby CV23 8PX

(R.C. Independent Boys - Boarding and Day, Girls in Sixth Form)

HEAD OF MODERN LANGUAGES

Required for September 1984 a well qualified graduate to teach French throughout the school to 'A' Level and to be responsible for the organisation of the Department.

Ability to teach a second language desirable.

Applications giving full C.V. and names of two referees should be made to the Headmaster. (67161) 183618

Other Assistants

BOLTON

BOLTON SCHOOL BOYS' DIVISION
HMC; Indep. Day; Govt. A.P. Scheme
1007 boys, 8 - 18, 250 in Sixth Form
Required for September 1984 a well qualified graduate to teach GERMAN to 'A' level with PREFERENCE to at least 'O' level, willingness to assist with the extra curricular life of the school, especially games (cricket, rugby) or school scouting a necessity. Salary Burnham Scale I or 2.

Letters of application with full c.v. and soon as possible to The Headmaster, Bolton School Boys' Division, Chorley New Road, Bolton BL1 4PA, from whom further details may be obtained. Tel: 0204 40042). (55832) 183624

OXFORDSHIRE

COKETHORPE SCHOOL
Near Witney, Oxfordshire

Independent Boarding 140 Boys 140 Girls

Member of S.H.M.I.S.

Required September 1984 teacher of Modern Languages (mainly French) throughout the school. Opportunities to teach another subject too.

Preference for resident bachelor willing to undertake supervision of games and take active parts in all sides of school life. Opportunities to coach rowing.

It is possible that the successful applicant, if sufficiently experienced, could be invited to become Second Master.

Apply to Headmaster with C.V. and names of two referees. (55315) 183624

PORTSMOUTH

PORTSMOUTH GRAMMAR SCHOOL
Required for September a graduate teacher able to offer Latin and French to 'O' level, with an interest in helping with general humanities. This is a new post. Burnham Scale plus F.S.B. Allowance.

Applications, including curriculum vitae and names and addresses of two referees, to The Headmaster, Portsmouth Grammar School, High Street, Portsmouth PO1 2LN. (55803) 183622

BRADFORD

THE GIRLS' GRAMMAR SCHOOL
Bradford BD9 6RS
Tel: 494931
Bradford Girls' Grammar School Required for September MODERN LINGUIST to teach French with one other language in an active expanding department.

Please apply to the Headmistress giving two names for reference as soon as possible. (67649) 183624

CHELTENHAM

CHELTENHAM COLLEGE
Required for September 1984 or January 1985 Graduate to teach French to O level and some English teaching. Ideal post for an enthusiastic young motivator.

Apply in writing with curriculum vitae and names of two referees (one should be sent to the Headmaster as soon as possible. Closing date 19th May. (52740) 183624

ISLE OF WIGHT

RYDE SCHOOL
Isle of Wight PO33 3BE

Required September 1984 MODERN LANGUAGES Graduate to share the teaching of French and German in the Senior School to 'A' level. Salary Burnham Scale. Help with games would be welcomed.

Please apply as soon as possible to the Headmaster with C.V. and names of two referees. Interviews in late April. (55305) 183624

LANCASHIRE

BOLTON SCHOOL GIRLS' DIVISION
G.B.S.

D.E.S. Assisted Places - 280 in VI Form

Chorley New Road, Bolton, Lancs. BL1 4PS

GERMAN: Required for September 1984 Mons. Graduate, part-time, initially for one day to teach German throughout the school.

Please apply by letter to the Headmistress, enclosing full C.V. and names and addresses of two referees. (No forms) (67158) 183624

LONDON

BEIS SHAMMAI GRAMMAR SCHOOL FOR BOYS
14 Heathland Road, London N16 5NH

Requires graduate or experienced French teacher for September. Scale 2/3 post available for appropriate applicant. CV required. (55837) 183624

LONDON

ALLEYN'S SCHOOL
Townley Road, Dulwich, SE22

H.M.C. Co-educational Day School

Required for September, 1984, a graduate teacher of French able also to offer some expertise in the coaching of girls' games which would be timetabled. The ranging teaching would extend throughout the school but the main emphasis would be on 'A' level work. Knowledge of language laboratory techniques essential to help with Exchanges would be an advantage.

The School has its own salary scale, above Burnham with London Allowance, and accommodation will probably be available.

Applications, including a full curriculum vitae and the names, addresses and telephone numbers of two referees, should be sent to The Headmaster as soon as possible. Closing date 4th May. (52740) 183624

ISLE OF WIGHT

RYDE SCHOOL
Isle of Wight PO33 3BE

Required September 1984 MODERN LANGUAGES Graduate to share the teaching of French and German in the Senior School to 'A' level. Salary Burnham Scale. Help with games would be welcomed.

Please apply as soon as possible to the Headmaster with C.V. and names of two referees. Interviews in late April. (55305) 183624

LANCASHIRE

BOLTON SCHOOL GIRLS' DIVISION
G.B.S.

D.E.S. Assisted Places - 280 in VI Form

Chorley New Road, Bolton, Lancs. BL1 4PS

GERMAN: Required for September 1984 Mons. Graduate, part-time, initially for one day to teach German throughout the school.

Please apply by letter to the Headmistress, enclosing full C.V. and names and addresses of two referees. (No forms) (67158) 183624

LONDON

BEIS SHAMMAI GRAMMAR SCHOOL FOR BOYS
14 Heathland Road, London N16 5NH

Requires graduate or experienced French teacher for September. Scale 2/3 post available for appropriate applicant. CV required. (55837) 183624

LONDON

ALLEYN'S SCHOOL
Townley Road, Dulwich, SE22

H.M.C. Co-educational Day School

Required for September, 1984, a graduate teacher of French able also to offer some expertise in the coaching of girls' games which would be timetabled. The ranging teaching would extend throughout the school but the main emphasis would be on 'A' level work. Knowledge of language laboratory techniques essential to help with Exchanges would be an advantage.

The School has its own salary scale, above Burnham with London Allowance, and accommodation will probably be available.

Applications, including a full curriculum vitae and the names, addresses and telephone numbers of two referees, should be sent to The Headmaster as soon as possible. Closing date 4th May. (52740) 183624

W. YORKSHIRE

FULNECK BOYS' SCHOOL
Founded 1753
(E.M.M.I. & G.B.A. - 350 Boys, aged 3 - 18)

A Teacher of French to 'O' Level required September 1984. An ability to coach rugby and/or cricket would be particular recommendation.

This post would suit a graduate Modern Linguist doing PGCE or a very good B.Ed. candidate.

For ONE of the two posts currently on offer a willingness to undertake boarding duties in the Boys' boarding house and some pastoral work is only open to a man.

Please write with a curriculum vitae to HEADMASTER, FULNECK BOYS' SCHOOL, PUDSEY, WEST YORKSHIRE LS28 8DT, who will send further particulars. Candidates are asked to indicate their availability for interview in the month of April.

Information about the school may be found in the pupils' Schools' Year Book. (67842) 183624

Music
Heads of Department

HERTFORDSHIRE

ABBOT'S HILL
Hemel Hempstead

Director of Music required for September 1984 at this Independent Girls Boarding/Day School. To be preferably resident. Burnham Scale. Instrumental tuition, Class Music, Chapel Choir, hence organist.

Apply in writing, with curriculum vitae and names and addresses of two referees to the Headmistress, Abbot's Hill, Bunkers Lane, Burnham, Bucks, SL1 8DR, Hertal. HP3 8RP. (67255) 183816

LONDON

BEIS SHAMMAI GRAMMAR SCHOOL FOR GIRLS
14 Heathland Road, London N16 5NH

Required graduate or experienced teacher for September. Scale 2/3 post available for appropriate applicant. CV required. (55837) 183624

LONDON

ALLEYN'S SCHOOL
Townley Road, Dulwich, SE22

H.M.C. Co-educational Day School

Required for September, 1984, a graduate teacher of Modern Languages (mainly French) throughout the school to university entrance and scholarship standard. Scale III post. Applications from well-qualified candidates particularly welcome.

Application with curriculum vitae and referees to the Headmaster as soon as possible. (54815) 183618

WARWICKSHIRE

PRINCETHORPE COLLEGE
Rugby CV23 8PX

(R.C. Independent Boys - Boarding and Day, Girls in Sixth Form)

HEAD OF MODERN LANGUAGES

Required for September 1984 a well qualified graduate to teach French throughout the school to 'A' Level and to be responsible for the organisation of the Department.

Ability to teach a second language desirable.

Applications giving full C.V. and names of two referees should be made to the Headmaster. (67161) 183618

Other Assistants

BOLTON

BOLTON SCHOOL BOYS' DIVISION
HMC; Indep. Day; Govt. A.P. Scheme
1007 boys, 8 - 18, 250 in Sixth Form
Required for September 1984 a well qualified graduate to teach GERMAN to 'A' level with PREFERENCE to at least 'O' level, willingness to assist with the extra curricular life of the school, especially games (cricket, rugby) or school scouting a necessity. Salary Burnham Scale I or 2.

Letters of application with full c.v. and soon as possible to The Headmaster, Bolton School Boys' Division, Chorley New Road, Bolton BL1 4PA, from whom further details may be obtained. Tel: 0204 40042). (55832) 183624

LONDON
Independent Boys Grammar School
September 1984 or earlier

Full-time Burnham equivalent for afternoon teaching only (2.00 to 5.30 pm)

Three positions open for qualified and experienced applicants

1. MATHS AND SCIENCE
2. HISTORY AND ECONOMICS FOR LOWER GRADES
3. GENERAL ABILITY TO TAKE LOWER GRADES IN AT LEAST 3 SUBJECTS

Apply in writing to:
Headmaster
Pardes House Grammar School
246-250 East End Road
London N2 8AU

(9900)

DORSET

BRYANSTON SCHOOL
Dorset

(13 - 18 boarding, 400 boys, 200 girls)

A full time teacher of academic music who can be an organist, is required for September 1984. The successful candidate will be expected to take a lively part both in a busy music department and in the main school.

Apply to the Headmaster, Bryanston School, Blandford, Dorset DT11 0PX with full curriculum vitae and names of two referees. (57078) 183824

GUILDFORD

ST. CATHERINE'S SCHOOL
Bramley, Guildford

Required for September, a suitably qualified teacher of MUSIC. MISTRESS to assist with Class Music throughout the school to 'O' level and beyond. There are two other Specialists in a Department of eight. About nine class periods per week.

Salary: Burnham Scale I with free residence in return for residential duties.

Applications in writing together with full c.v. and names of two referees, should be made to The Headmistress, St. Catherine's School, Bramley, Guildford, Surrey GU5 0DF. (55903) 183622

INDEPENDENT MUSIC
continued

HERTFORDSHIRE

BISHOP'S STORTFORD COLLEGE

H.M.C. Boys, Boarding and Day plus 30 Sixth Form girls)

Required for the Summer Term 1984:

(1) Deputy Principal - temporary, for one term.

(2) Non-teaching Housemistress.

Both posts are fully residential. Generous salary and accommodation.

Applications, with c.v. and names of two referees, to the Principal. (67196) 184024

DEVON

EDGEHILL COLLEGE
Bideford, Devon

Required Summer Term 1984 temporary or permanent fully qualified Assistant P.E. Teacher.

Applications in writing to the Headmistress, with names of two referees. (67651) 184324

Religious Education
Heads of Department

CROYDON

THE OLD PALACE SCHOOL
Croydon
(Anglican Foundation)
(Boys' Independent Day School (150 Sixth Form)

Required September 1984 University Honours Graduate to be Head of Religious Studies and to teach to Certificate of Secondary Education and Advanced Level. A university scholarship level candidate with a good academic record in this subject is necessary. Appointed must be aware of the needs of pupils of all faiths and of none. The approach will be open minded, and an interest in world religions is essential as the School studies the World Religions Course. An interest in Church History Advanced Level would be helpful but not essential. Scale II for suitably qualified candidate.

Applications with the names and addresses of referees should be sent to the Bursar, The Old Palace School, Old Palace Road, Croydon, Surrey CR0 1AX. (59363) 184416

Other Assistants

GLOUCESTERSHIRE

CHELTENHAM LADIES' COLLEGE

Good honours graduate in THEOLOGY required in the Divinity Department from September, 1984, to teach throughout the school, with emphasis on Ordinary and Advanced levels. Ability to help with extra curricular activities is important.

Accommodation is available.

Apply with c.v. and the names and addresses of two referees to: The Head Mistress, Bradfield College, Reading RG7 6AR. (65991) 184824

DEVON

EDGEHILL COLLEGE
Bideford, Devon

Required Summer Term 1984 temporary or permanent fully qualified Assistant P.E. Teacher.

Applications in writing to the Headmistress, with names of two referees. (67651) 184324

Pastoral
Other Assistants

LONDON

ROYAL SOLDIERS' DAUGHTERS' SCHOOL
65 Rosslyn Hill, Hampstead, London NW3 5UD

Required for the Summer Term 1984:

(1) Deputy Principal - temporary, for one term.

(2) Non-teaching Housemistress.

Both posts are fully residential. Generous salary and accommodation.

Applications, with c.v. and names of two referees, to the Principal. (67196) 184024

WORCESTERSHIRE

MALVERN GIRLS' COLLEGE
Independent Boarding School for 580 girls
Required for September 1984 full-time Resident Housemistress/tutor to join Senior Boarding house for 160 sixth form girls.

The post would interest someone who enjoys working with young people and preferably with an experience or training in this field. There might be some part time teaching or other work within the school if desired.

Applications with copies of testimonials, if available, and names and addresses of two referees to the Headmistress (67369) 184024

Physical Education
Heads of Department

HEREFORD AND WORCESTER

BROMSGROVE SCHOOL
(HMC AND IAPS, 150 in Sixth Form)

Required in September 1984 a well qualified LADY MISTRESS to take responsibility for Girls' P.E. and games throughout the day and co-education mixed day above Burnham Scale I. Single accommodation available or, for a married woman, a living-out allowance in lieu.

Further details from and applications (with c.v. and the names of two confidential references) to: Headmaster, Bromsgrove School, Worcs. (Tel: 0527 72714). (54648) 184218

Other Assistants

LONDON

ROYAL SOLDIERS' DAUGHTERS' SCHOOL
65 Rosslyn Hill, Hampstead, London NW3 5UD

Required for the Summer Term 1984:

(1) Deputy Principal - temporary, for one term.

(2) Non-teaching Housemistress.

Both posts are fully residential. Generous salary and accommodation.

Applications, with c.v. and names of two referees, to the Principal. (67196) 184024

MIDDLESEX

THE LADY ELEANOR HOLLES SCHOOL
Hanworth Road, Hampton, Middlesex

TEMPORARY POST

Required in September for one year, to cover secondment, Graduate to teach HISTORY throughout the school to 'A' level including 'O' and 'A' level Economics. Burnham Scale according to experience.

Applications with curriculum vitae and names of two referees to the Head Mistress. (52574) 184424

Science
Heads of Department

DORSET

Required in September 1984, Teacher to be in charge of Physics teaching through the school to CSE and 'O' and 'A' level standard. Ability to help with teaching of computer studies a distinct advantage. Resident post for single person.

Apply in writing to Headmaster, Mr. Kurn, The School, Christchurch, Dorset BH23 7DX, quoting two referees. (55875) 184816

LANCASTER

LANCASTER ROYAL GRAMMAR SCHOOL
Required for September 1984, HEAD OF PHYSICS (Scale 4). The vacancy arises on the retirement of the Head of Department. Deputy Head.

The successful candidate will be responsible for organising and teaching Physics throughout the school. Physics plus mixed biology combination desirable. It is hoped that the successful candidate will also play an important part in the School's computing and/or electronics in the school.

Applications with c.v. and names of two referees should be sent to the Headmaster, Lancaster Royal Grammar School, East Road, Lancaster. from whom further particulars may be obtained. (55853) 184818

LONDON

BEIS SHAMMAI GRAMMAR SCHOOL FOR GIRLS
14 Heathland Road, London N16 5NH

Requires graduate or experienced teacher for September. Scale 2/3 post available for appropriate applicant. CV required. (55838) 184824

LONDON

LYCEE FRANCAIS
Cromwell Road, London SW7 2DG

An experienced teacher of Biology required for September to teach in the 3rd, 4th year. Post is permanent but part-time. Salary Burnham.

Apply with c.v. to the Headmaster. (59683) 184824

Other Assistants

BERKSHIRE

BRADFIELD COLLEGE

Graduate required in September 1984 to teach Physics throughout the school up to Cambridge entry standard.

Ability to help with extra curricular activities is important.

Accommodation is available.

Apply with c.v. and the names and addresses of two referees to: The Head Master, Bradfield College, Bradfield, Reading RG7 6AR. (65991) 184824

GLOUCESTERSHIRE

CHELTENHAM LADIES' COLLEGE

Required for September, 1984, a graduate to teach Biology throughout the school. Non-resident post. Burnham Scale I. Suitable candidate will be offered first or second appointment.

Apply to The Principal, Ladies College, 9 Bayshill Road, Cheltenham GL50 3AZ, giving full details and names and addresses of two referees. (67651) 184324

LANCASHIRE

BURY GRAMMAR SCHOOL (GIRLS)
Tanner Road, Bury, Lancs. BL9 0HN

Required in Sept Main School 350 Sixth Form 170

Required in September a well qualified graduate to share in the teaching of chemistry to A level. This is a large number of candidates at O and A level.

Please apply directly to the headmistress at the school (no forms) with curriculum vitae and the names of two professional referees. (67146) 184824

LONDON

BEIS SHAMMAI GRAMMAR SCHOOL FOR GIRLS
14 Heathland Road, London N16 5NH

Requires graduate or experienced teacher for September. Scale 2/3 post available for appropriate applicant. CV required. (55838) 184824

LONDON

LYCEE FRANCAIS
Cromwell Road, London SW7 2DG

An experienced teacher of Biology required for September to teach in the 3rd, 4th and GCE O-level years. The post is permanent but part-time. Salary Burnham.

Apply with c.v. to the Headmaster. (59683) 184824

LONDON

Teacher of Physics and Mathematics to 'O' level required for September, 1984.

Apply: Modern Tutorial College, 23 Kilburn Lane, London W10 4AA. Tel: 01-960 5899/900. (57068) 184824

LONDON

MENORAH GRAMMAR SCHOOL FOR BOYS
Beverley Gardens, London NW11 9DQ

This exclusive independent school for boys requires an experienced Physics teacher for September or as soon as possible. Scale 2/3 post available for appropriate applicant.

CV required. (55880) 184824

LONDON

MENORAH GRAMMAR SCHOOL FOR BOYS
Beverley Gardens, London NW11 9DQ

This exclusive independent school for boys requires an experienced Biology teacher for September or as soon as possible. Scale 2/3 post available for appropriate applicant.

CV required. (55883) 184824

LONDON

MENORAH GRAMMAR SCHOOL FOR BOYS
Beverley Gardens, London NW11 9DQ

This exclusive independent school for boys requires an experienced Chemistry teacher for September or as soon as possible. Scale 2/3 post available for appropriate applicant.

CV required. (55881) 184824

NOTTINGHAMSHIRE

WORKSOP COLLEGE

(H.M.C. Independent Woodard School) 400 boys and girls, 13 - 18, mainly boarding)

Required for September 1984 a well qualified graduate to teach BIOLOGY to 'O' Level and Oxbridge Entry. Other desirable attributes are; up-to-date experience with practical work, an ability to coach rugby football and cricket; a readiness to become fully involved in the life of a boarding school community. Own house if desired. Bachelor accommodation available.

Applications, with curriculum vitae and the names, addresses and telephone numbers of two referees, to: The Headmaster, Worksop College, Worksop (0909) 472891. (52395) 184824

OXFORD

Required in September qualified teacher of PHYSICS to teach throughout the School up to Junior Forms. Ability to help with Physical Science in Junior Forms.

Please apply in writing to the Educational Registrar, St. Christopher's School, 1 & 3 Carlebrooke Lodges, Westbury Park, Bristol BS6 7JB. (58932) 185624

SHEFFIELD

SHEFFIELD HIGH SCHOOL
10 Rutland Park, Sheffield

The Girls' Public Day School Trust

Headmistress: Miss D.M. Skilbeck, B.A.

Tel: 0742 660324

Required for September 1984 Graduate to teach Chemistry full time throughout School including Advanced Level.

Ability to teach Physical Science an advantage.

Please apply by letter to the Headmistress, Miss D.M. Skilbeck, B.A., giving curriculum vitae and names of two referees.

Please enclose stamped addressed envelope.

Closing date 27th April, 1984. (55682) 184824

WARWICK

THE KING'S HIGH SCHOOL FOR GIRLS
Warwick CV34 6YP

(540 girls, 130 in sixth form)

Required for September, 1984 a good Honours graduate to share the teaching of Biology throughout the school to 'A' Level and beyond. There are two other Biologists in a Science Department of eight. About nine class periods per week. Salary Burnham Scale I.

Applications (no forms) to the Headmistress. (52735) 184824

WORCESTERSHIRE

MALVERN GIRLS' COLLEGE
Worcestershire
Independent Boarding School for 580 girls
Required for September 1984 a good honours graduate in chemistry required to teach up to Advanced and Scholarship levels. To join a science department of 12. Non-resident post. Burnham Scale I.

Applications with copies of testimonials, if available, and the names and addresses of two referees to the Headmaster. (58586) 184824

Speech and Drama
Heads of Department

LONDON

ST. PAUL'S GIRLS' SCHOOL
Brook Green, London W6 7BS

Required in January 1985 (or possibly September 1984) DIRECTOR OF DRAMA to be responsible for Drama throughout the School; Drama is a strong interest in the school; numerous informal and formal productions take place throughout the academic year. The new Celia Johnson Theatre will be opened in the Autumn.

Written applications, with full curriculum vitae and the names and addresses of two referees should be sent to the High Mistress. (67995) 185218

Other than by Subject Classification
Heads of Department

MERSEYSIDE

ST ANSELM'S COLLEGE
Mount Hill, Birkenhead
L43 1UQ. Merseyside

HMC RC Grammar School 700 boys

Required for September

HEAD OF GEOGRAPHY

and

TEACHER OF ECONOMICS

readiness to assist with games and/or R.E. a recommendation.

Applications should be made in writing to the Headmaster with Curriculum Vitae, names and addresses of two referees. (67130) 185624

ISLE OF WIGHT

Required in September 1984, a well qualified teacher for take charge of a class of 7 - 8 year olds, at least 2 - 3 years teaching experience.

Salary: Burnham Scale I with free residence in return for residential duties.

Applications in writing together with full c.v. and names of two referees, should be made to The Headmaster, Shanklin Chine School, Shanklin, I.W. PO37 6BQ. (59491) 185624

HAMPSHIRE

READVERTISEMENT
Young, qualified teacher for Infant work required for September 1984. This is temporary one year appointment. Scale 1.

C.V. giving the names and addresses of two referees to The Headmistress, Mrs E.M. Moore, B.A., P.G.D.E., Wykeham House School, 59 High St, Fareham, Hants. PO16 7BB by 25th April. (52819) 183624

Other Assistants

BRISTOL

required for the start of the new school year 1st August 1984 by St. Christopher's Rudolf Steiner School for children with special educational needs:-

a) Class Teacher for Class 2 8 - 9 year olds.

b) Class Teacher for Class 5 11 - 12 year olds.

c) Class Teacher for Class 9 15 - 16 year olds.

d) Class Teacher for mixed age and ability group 11 - 14 year olds.

Those applying should hold B.Ed. qualifications and have some understanding of or willingness to learn about the Rudolf Steiner principles of education.

Please apply in writing to the Educational Registrar, St. Christopher's School, 1 & 3 Carlebrooke Lodges, Westbury Park, Bristol BS6 7JB. (58932) 185624

BERKSHIRE

WALTHAMSTOW HALL
Sevenoaks, Kent
Independent (G.B.A. ex Direct Grant)
Required for September 1984 a qualified Assistant Teacher to be in charge of a class of 10 and 11 year old girls. Normally at least 2 - 3 years teaching experience.

Salary: Burnham Scale I with free residence in return for residential duties.

Applications in writing together with full c.v. and names of two referees, should be made to The Headmistress, Walthamstow Hall, Sevenoaks, Kent TN13 3YL. (59491) 185624

KENT

BROMLEY HIGH SCHOOL
G.P.D.S. Trust
Blackbrook Lane, Bickley, Bromley BR1 2TW

Required in mid-May, whilst member of staff is on maternity leave, temporary full-time teacher for 9 - 16 year olds in close, interested and friendly atmosphere.

Apply in writing to The Headmistress, giving c.v. and names and addresses of two academic referees. Scale 1 post. (55908) 185624

CHESHIRE

S. HILARY'S SCHOOL
Alderley Edge, Cheshire SK9

Required for September in the Junior School Department, an Upper Sixth to teach all subjects of the curriculum and Religious Education to 11 year olds. This would suit recently qualified applicant. Successful candidate should be prepared to take part in all aspects of school life including extra curricula activities.

Apply in writing to the Headmaster, giving curriculum vitae and the names and addresses of two referees.

Salary Burnham. Government Superannuation. (55925) 185624

KENT

WALTHAMSTOW HALL
Sevenoaks, Kent
Independent (G.B.A. ex Direct Grant)
Required for September 1984 a qualified Assistant Teacher to be in charge of a class of 10 and 11 year old girls. Normally at least 2 - 3 years teaching experience.

Salary: Burnham Scale I with free residence in return for residential duties.

Applications in writing together with full c.v. and names of two referees, should be made to The Headmistress, Walthamstow Hall, Sevenoaks, Kent TN13 3YL. (59491) 185624

HAMPSHIRE

SALESIAN COLLEGE
Farnborough
(Roman Catholic Grammar School 450 boys 11 - 18)
Head Master: Rev. Bro. M. Delmer, S.T.D.

Required for September 1984 teacher for: Mathematics, Physics, Computer Studies/Physics, History

for all departments especially to work with Sixth Form as well as lower years. Willingness to help with extra curricular activities, especially sports and games.

Apply in writing to Head Master with curriculum vitae and names and addresses of two referees. (67130) 185624

ISLE OF WIGHT

Required in September 1984, a well qualified teacher for take charge of a class of 7 - 8 year olds, at least 2 - 3 years teaching experience.

Salary: Burnham Scale I with free residence in return for residential duties.

Applications in writing together with full c.v. and names of two referees, should be made to The Headmaster, Shanklin Chine School, Shanklin, I.W. PO37 6BQ. (59491) 185624

KENT

BROMLEY HIGH SCHOOL
G.P.D.S. Trust
Blackbrook Lane, Bickley, Bromley BR1 2TW

Required in mid-May, whilst member of staff is on maternity leave, temporary full-time teacher for 9 - 16 year olds in close, interested and friendly atmosphere.

Apply in writing to The Headmistress, giving c.v. and names and addresses of two academic referees. Scale 1 post. (55908) 185624

KINGSWOOD SCHOOLS SOUTHPORT

Required for September 1984, owing to expansion and the opening of the Sixth Form, qualified graduate teacher of

ENGLISH
(Drama an advantage)
PHYSICS
MATHEMATICS/SCIENCE
FRENCH/SPANISH

Part-time staff are also required to assist with the teaching of:
HISTORY, MUSIC, WOODWORK, COMMERCE, SHORTHAND, TYPEWRITING, BOOKKEEPING

Further details and application forms may be obtained from the
Headmaster, Kingswood Schools
26 Westcliffe Road, Southport PR8 2BU
Tel: (0704) 63211

(9969)

INDEPENDENT OTHER TIAN BY SUBJECTS

continued

LONDON SW7

A small London day school for girls aged 11 - 16 requires the following full-time staff from September 1984:

Post 1 - Art and Music throughout the school.
Post 2 - Mathematics and science in the lower school.
Post 3 - French throughout the school.

An ability to assist with games and general subjects would be an advantage for all posts. Applicants with middle school training would be suitable for Post 2.

Please write with C.V. to The Principal, 3 Queen Gate, London SW7. (67068) 185624

LONDON

GRADUATE TEACHERS OF ENGLISH with enthusiasm for Latin, or Hist., or Studies, required into April. Permanent posts London W.6. Tiny classes 10 - 14 yrs. Mornings only 15 - 20 hrs. weekly.

Write with brief c.v. and phone no. Write Box No. TES 80134, Priory House, St. Jude's Lane, Hove, BN3 4BX. (57912) 185624

MASTER/MISTRESS/MATRONS required in pleasant Independent Schools. Should write with s.a.e. Sec. F.I.N., Rod Colbeck, Manningtree Road, Ipswich, Suffolk. (62) 185624

MIDDLESEX

NORTHWOOD COLLEGE
Northwood
(Girls' Independent Day and Boarding School - 460 girls)
Required in September part-time teacher of ten to eleven-year olds - can under Secondary Schools Pastoral Scale 1 and above. (67656) 185624

NORFOLK

DUNCAN HALL
INDEPENDENT BOYS' BOARDING SCHOOL
Scratby, nr. Yarmouth, Norfolk NR29 3PH

Tel: Gt. Yarmouth 730566

Roll: 150

RESIDENT GENERAL SUBJECTS TEACHER

Required for September 1984 at this rural 11-16 Accredited School for 5 - 7 year olds, a young qualified teacher to assist with Maths and English in the Middle and Senior Schools.

The ability to teach some Geography, History or Games to Middle School level would be an advantage.

Free bachelor accommodation and board are offered in return for Housemaster and residential duties, for which experience is desirable but not essential. The House has 40 borders aged 12 - 17 years.

Burnham Scale 1. Government Superannuation Scheme.

Apply in writing to the Headmaster, supplying C.V. and referees and D.E.S. number.

Previous applicants need not apply. (58767) 185624

STOKE-ON-TRENT

ST. JOSEPH'S COLLEGE
Stoke-on-Trent, Staffs.
Tel: 0782 46068
Catholic Independent School 450 Boys. (Girls in the sixth form)
Required for September 1984, a graduate teacher (Scale 1) to teach English throughout the school and Oxford Entrance Studies in the sixth form.
Applications with C.V. and names of two referees to the Headmaster. (59537) 185624

SURREY

American School in Surrey seeks teachers for Kindergarten Curriculum, Grades K-12. Teachers needed for several disciplines including: Art, Librarianship, Intermediate Science and Mathematics.
Interested candidates please send Resume c/o Headmaster, Tudor House, Coldharbour Lane, Hoopa, Near Dorking, Surrey, England. Tel: 0306 712101. (67191) 185624

WORCESTER

THE KING'S SCHOOL
Worcester
Required for September 1984 a well qualified graduate to teach English, Economics/Geography to Sixth Form level and to help with games and other out-of-school activities as advantage.
For further details, write to the Headmaster's Secretary, The Precincts, The King's School, Worcester WR1 2LN. Applicants are required to give the names and addresses of two referees. (58005) 185624

Preparatory Schools

Headships

HAMPSHIRE

BOUNDARY OAK SCHOOL
Roche Court, Fareham, Hampshire PO17 5BL

The Governors of Boundary Oak School wish to appoint a new Headmaster for January 1st, 1985.

Please write to The Secretary to the Governors at the above address for full details. Applications close May 2nd. (67065) 200010

LANCASHIRE

BURY GRAMMAR SCHOOL (GIRLS)
Bridge Road, Bury, Lancs. BL9 0HN
ex. direct grant
Required in September a well qualified and experienced teacher to take charge of the kindergarten department of 192 boys and girls aged 4 - 8. Salary Head Scale, Group 4.
Please apply directly to the Headmistress at the school for full details of curriculum vitae and the names of two professional referees. (67241) 200010

MIDDLESEX

Required for September, qualified and experienced HEADTEACHER for independent day school for boys aged 3 - 12 ideal first appointment for an enthusiastic person. Ability to teach English and History an asset.
Apply in writing with two referees to: Chairman of the Board of Governors, Buckingham College Lower School, The Ridgeway, Northwick Park, Kenton, Middx HA3 0EJ. (67134) 200010

By Subject Classification

Arts and Design

Other Assistants

SURREY

ST. EDMUND'S SCHOOL
Hindhead, Surrey GU26 6BH
(I.A.P.S. 170 Boys 8 - 13 years)
Required in September, a qualified teacher to take Art and possibly general subjects throughout the school. An ability to coach games and to take a full part in boarding school activities important. Burnham Scale salary. Good prospects and accommodation available.
Please apply with c.v. and two referees to the Headmaster. (59835) 201224

LANCASHIRE

BURY GRAMMAR SCHOOL (GIRLS)
Bridge Road, Bury, Lancs. BL9 0HN
ex. direct grant
Required in September a well qualified and experienced teacher to take charge of the kindergarten department of 192 boys and girls aged 4 - 8. Salary Head Scale, Group 4.
Please apply directly to the Headmistress at the school for full details of curriculum vitae and the names of two professional referees. (67241) 200010

MIDDLESEX

Required for September, qualified and experienced HEADTEACHER for independent day school for boys aged 3 - 12 ideal first appointment for an enthusiastic person. Ability to teach English and History an asset.
Apply in writing with two references to: Chairman of the Board of Governors, Buckingham College Lower School, The Ridgeway, Northwick Park, Kenton, Middx HA3 0EJ. (67134) 200010

English

Heads of Department

PERTHSHIRE

ARDVRECK
Crieff PH7 4EX
Co-Educational Boarding IAPS School
Required for September (preferably) or January, a Head of English to be responsible for the teaching of English throughout the school (11 to 13) and the levels. As an interest in Drama an advantage and willingness to be involved in the coaching of games and in the many activities of a boarding school essential, the ability to coach rugby would be a particular advantage.
Free married or single accommodation. Burnham Scale, Government Superannuation.
Applications in writing to the Headmaster, giving the names and addresses of two referees and full CV. (67158) 204418

Other Assistants

BERKSHIRE

HAILEYBURY JUNIOR SCHOOL
Windsor
I.A.P.S. School (200 boys).
Required September.
Graduate English Teacher for Scholarship C.E. and essential forms. Resident preferred. Salary Haileybury Scale.
Commitment to boarding life in Christian School essential. Participation in singing, music and worship important.
Experience in drama, magazine and library management desirable. Ability to coach Athletics, Soccer necessary.
Please write to the Headmaster, the Rev. P.R. Li. Morgan, with C.V. and the names of two referees. (55313) 203424

W. YORKSHIRE

FULNECK BOYS' SCHOOL
Founded 1753
(S.H.M.I.S. C.S.A. - 350 Boys 4 - 18)
BOARDING DEPARTMENT
A Junior Teacher for a class of 9 year old boys, preferably with a particular interest in English, is required from September, 1984. There is some teaching across the Department.
For ONE of the two posts currently on offer a willingness to be resident and to work within the boarding house is essential and this pastoral work is only open to a man.
Please write with a curriculum vitae to the HEADMASTER, FULNECK BOYS' SCHOOL, PUDSEY, WEST YORKSHIRE LS28 8DY, who will send further particulars. Candidates are asked to indicate their availability for interview in the month of April.
Information about the school may be found in the Public Schools' Year Book. (67643) 205424

Geography

Heads of Department

HERTFORDSHIRE

Required for September 1984 teacher to take charge of Geography and coach, if possible, athletics and first XV Rugby in a largely boys' Preparatory School in rural Hertfordshire. Single or married accommodation can possibly be provided for the successful applicant. Salary will be well above Burnham Scale 1.

Please apply in writing with full c.v. and names and addresses of two referees to The Headmaster, Rev. L.A. Wakeling, Heath Mount School, Woodhall Park, Hertford SG14 3NG. (67287) 209618

Other Assistants

MIDDLESEX

GEOGRAPHY graduate needed in day Prep. School from September to take Geography to C.E. also some Maths and boys' football & cricket coaching. Interest in teaching essential, experience not but welcomed.

Please write Staines Prep. School, 3 Gresham Road, Staines, Middx TW18 2AT. (67062) 202624

History

Heads of Department

KENT

ROSE HILL SCHOOL
Tunbridge Wells TN4 9BY
(I.A.P.S. 93 pupils)
Senior History Teacher required for September 1984 or January 1985. The successful candidate for a flourishing Department preparing boys for C.E. and Scholarships. Dedicated teacher is sought who will join a professional team. Good scope for assistance with out-of-school activities, including games, if required. Burnham Scale. Government Superannuation. Resident or non-resident.
Apply to the Headmaster, with curriculum vitae and the names, addresses and telephone numbers of two referees. (58859) 202818

Other Assistants

SUFFOLK

Moreton Hall is an RC prep. school which accepts children of other denominations. Boy boarders and boy and girl day pupils. Owing to retirement, the Headmaster will appoint a History master for September. The successful candidate will have responsibility for the subject throughout the school. Subsidiary subjects should be offered and some Games would be a distinct advantage. There is a private Squash Club in the grounds. As the school expands, this post should develop into a Headship of Department, possibly with overall charge of Humanities. This could well be a first appointment in which case the new teacher would work under the direction of the Headmaster.
Candidates should apply in writing, including full C.V.; and the names and telephone numbers of two referees to The Headmaster Moreton Hall, Bury St. Edmunds, Suffolk IP33 3BJ. Burnham Scale, possibility of accommodation. (58453) 202824

Mathematics

Other Assistants

HEREFORDSHIRE

THE CATHEDRAL PREPARATORY SCHOOL

190 boys, mainly day-boys

Applications are invited from suitably qualified graduates or non-graduates to teach Mathematics. An interest in micro-computers is essential.

Preference will be given to younger candidates who are able to teach games, particularly rugby and cricket, and take part in in out-door activities.

Burham Scale 1. DES Superannuation.

Applications, please, to the Headmaster, 25 Castle Street, Hereford. (58501) 203424

Pastoral

Other Assistants

KENT

JUNIOR COLLEGE JUNIOR SCHOOL
Sandgate
I.A.P.S. Co-educational Housemistress required in September for boarding house of 50 girls. Single accommodation available.
Further details from the Headmaster, 60 Shorncliffe Road, Folkestone, Kent CT20 3NG. (64465) 204024

Science

Other Assistants

LONDON

ST. PAUL'S PREPARATORY SCHOOL
Colet Court, Lonsdale Road, London SW13 9JT
Wanted for September 1984, a teacher of Science up to C.S.E./O-level. The successful post will be initially for one year, but may become permanent. Superb laboratory, salary above Burnham.
Applications, with full c.v. to the Headmaster. (52615) 204824

WARWICKSHIRE

ARDENHURST SCHOOL
Henley-in-Arden, Solihull
B95 5AA Warwickshire
Co-ed 250 pupils I.A.P.S.

Because of expansion an additional post is available from September 1984. An graduate to teach SCIENCE to Common Entrance and to coach school games. Applicants should state other academic subjects and whether they coach Rugby and Cricket, or Netball and athletics. Burnham Scale. Government superannuation.

Applications with C.V. and two referees to the Headmaster at the School within two weeks of the date of this advertisement. (67079) 204824

Other than by Subject Classification

Other Assistants

BERKSHIRE

I.A.P.S. DAY PREP. SCHOOL of 200 boys requires for September two graduate and qualified teachers for middle school appointments in the following combinations of Science, English, French and Music.
Keen, active young persons willing to coach games at team level and able to contribute to a flourishing clubs system welcomed.
Burham plus London Fringe.
Apply, Headmaster, Long Close School, Upton Park, Slough, with C.V. (59704) 205624

SUFFOLK

Moreton Hall is an RC prep. school which accepts children of other denominations. Boy boarders and boy and girl day pupils. Owing to retirement, the Headmaster will appoint a History master for September. The successful candidate will have responsibility for the subject throughout the school. Subsidiary subjects should be offered and some Games would be a distinct advantage. There is a private Squash Club in the grounds. As the school expands, this post should develop into a Headship of Department, possibly with overall charge of Humanities. This could well be a first appointment in which case the new teacher would work under the direction of the Headmaster.
Candidates should apply in writing, including full C.V.; and the names and telephone numbers of two referees to The Headmaster Moreton Hall, Bury St. Edmunds, Suffolk IP33 3BJ. Burnham Scale, possibility of accommodation. (58453) 202824

FOLKESTONE

DOVER COLLEGE JUNIOR SCHOOL

IAPS Co-educational

Required for September:

1. General Subjects Teacher for 6 - 7 year old Class.

2. P.E. Specialist for girls' games and P.E.

Apply with C.V. and two referees to Headmaster, Dover College Junior School, 60 Shorncliffe Rd., Folkestone CT20 2ND. (59150) 203624

LONDON

Co-educational preparatory school 5 - 11 years requires a form teacher, with an interest in maths, for a class of 9 year olds. September. Burnham Scale 1 plus L.A.
Apply in writing, with full c.v. please to The Principals, Connaught House School, 63 Connaught Square, W2 2HL. 01-262 8830. (52600) 205624

MIDDLESEX

NORTHWOOD COLLEGE
Northwood
(Girls' Independent Day and Boarding School - 460 Girls)
Required in September in Preparatory Department, qualified teacher for a class of seven to eight-year olds. Burnham Scale with Outer London Allowance. Government Superannuation.
Apply in writing to the Head Mistress with c.v., testimonials and names of two referees. (67653) 205624

SUFFOLK

THE OLD SCHOOL
Hensted, Near Sevenoaks, Kent TN14 7LD
(I.A.P.S. Co-educational preparatory school
Required for September (or possibly earlier) qualified teacher for class subjects including History, Geography, English in the age range 9 - 13. Salary by negotiation.
Apply by letter with names of referees to the Headmaster. (52600) 205624

SUFFOLK

Moreton Hall is an RC prep. school which accepts children of other denominations. Boy boarders and boy and girl day pupils. Owing to expansion and retirement, the Headmaster requires for September a young, enthusiastic teacher for a reception class. There will be some subject teaching to other forms. Ability to teach Biology or Geography would be an advantage but not essential. The successful candidate will take a full part in boarding school life, including games, and, if newly qualified, will have the advantage of working closely with our experienced staff of our junior forms.
Candidates should apply in writing, including full c.v., and the names and telephone numbers of 2 referees to The Headmaster Moreton Hall, Bury St. Edmunds, Suffolk IP33 3BJ. Burnham Scale. Possibility of accommodation. (52437) 205624

SURREY

I.A.P.S. Pre-preparatory Dept. requires a qualified teacher for September, initially to take class of 6 - 8 year old boys. Burnham Scale.

Apply in writing only enclosing full C.V. with names of two referee to Headmaster, Ashdown School, George Road, Kingston upon Thames, Surrey KT2 7PB. (59818) 205624

SURREY

KING'S HOUSE SCHOOL
Richmond, Surrey
(I.A.P.S. 200 Preparatory School)
Required for September 1984 a qualified Form Teacher to take over a class of 8 - 9 year old boys.
Burnham Scale, Government Superannuation and London Allowance paid.
Please write to the Headmaster, King's House School, 61 King's Road, Richmond, Surrey enclosing C.V. and the names of at least two referees. (52623) 205624

HALLFIELD SCHOOL, EDGBASTON

(Founded 1879)

SCIENCE

Required for September: a qualified person to teach Science to boys aged 9 to 13, to Common Entrance and Public School Scholarship standard.

Hallfield is an IAPS Preparatory School on a 20-acre site in the Edgbaston Conservation Area, with modern teaching blocks, purpose-built Laboratory and extensive playing fields. Classes average fifteen.

The person appointed will play a full part in the life of the School; the ability to help with Games, while not essential, would be a commendation.

The post could be resident for a single person, and an unfurnished modern flat could be available for a married person. Salary according to Burnham Scale.

Please write, with brief curriculum vitae, to:

The Headmaster
Hallfield School
48 Church Road
Edgbaston
Birmingham B15 3SJ

(9939)

SUSSEX

VINEHALL SCHOOL
Required for September, well qualified, imaginative and enthusiastic Junior Class teacher (7 - 9 year olds) in mainly boarding preparatory school. Willingness to be involved fully in the life of the School essential.
Apply with Curriculum Vitae and the names and addresses of two referees to the Headmaster, Vinehall School, Robertsbridge, East Sussex. (59027) 205624

WILTSHIRE

Mixed day school needs young graduate to teach class of seven year-olds from September 1984.
Apply in writing with c.v. to Mrs. Hingston, The Vicarage, Marlborough, Wiltshire SN8 1JA. (53501) 205624

Colleges of Further Education

Directors and Principals

HERTFORDSHIRE

NORTH HERTS COLLEGE
VICE-PRINCIPAL (Group 6)
Applications are invited from suitably qualified and experienced persons for the post of Vice-Principal. Duties will commence on 1st September 1984, or as soon as possible thereafter.
Further details and application forms (S.A.E. please) from: Mrs. Lawrence, North Herts College, Broadway, Letchworth, Herts. SG6 3PB.
Closing date for receipt of applications 27th April 1984. (67233) 200016

BUCKINGHAMSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
H.M. YOUTH CUSTODY CENTRE
Aylesbury
RE-ADVERTISEMENT
PRISON EDUCATION OFFICER
(Head of Department Grade III)
DUTIES TO BEGIN ON OR BEFORE 1st September, 1984
Applications are invited for the above senior post within the Prison Education Service in Buckinghamshire. Applicants should be qualified teachers with extensive considerable and relevant experience of education within penal establishments.
Previous applicants will automatically be reconsidered and need not re-apply.
Further particulars of the post and application forms may be obtained from the Chief Education Officer, County Hall, Aylesbury (Ref. PIO) on receipt of stamped addressed envelope.
Closing date for applications: 1st May, 1984. (52637) 210018

Other Appointments

AVON COUNTY

NURSERY NURSES' COLLEGE
1 Worcester Terrace, Clifton, Bristol BS8 4YH
LIBRARIAN (Lecturer Grade II) required from 1st September 1984. Salary Scale: £7,215 - £11,556 (under review). To be responsible for the College Library and some English teaching.
Further details and application forms returnable by 4th May from the Principal (address as above). Please enclose s.a.e.
Avon is an equal opportunities employer. (55964) 200026

Education Committee
Burton upon Trent Technical College
Principal: D. T. Kingan, B.Sc. Tech., M.Sc., C.Eng., F.I.E.E., M.I.E.R.E.

Vice Principal

Group VI (b) – £17,758 per annum

Applications are invited for the above post, which becomes vacant on 1st September, 1984.

The vacancy arises from the appointment of the present holder as Principal of the College.

Further particulars and appointment form are available from the Clerk to the Governors (and VP), Burton upon Trent Technical College, Lichfield Street, Burton upon Trent, DE14 3RL, telephone (0283) 45401. To whom completed applications should be returned by Tuesday, 8th May 1984.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union.

(9934)

Staffordshire County Council

Belfast Education and Library Board
COLLEGE OF TECHNOLOGY

VICE-PRINCIPAL

As a result of the appointment of the present Vice-Principal to the post of Principal, applications are invited for the post of Vice-Principal of the College to take effect from 1st September 1984 or as soon as possible thereafter.

The college, presently Group 6, which was opened in 1907 has seven departments: Mathematics and Computer Studies, Applied Science, Mechanical Engineering, Electrical Engineering, Building, Management and General Studies and Pre-Vocational Studies (including Youth Training Programme). Within this structure there is also the Northern Ireland School of Chiropody and the School of Clothing and Textile Technology.

The College is located in the centre of Belfast and has excellent accommodation. It is situated on two main sites.

Applicants should have a degree or an equivalent professional qualification relevant to the work of the College. In addition applicants must have a minimum of ten years' teaching experience in further/higher education and substantial administrative experience in further/higher education. Substantial administrative experience is defined as experience for a minimum of five years as a Head of Department or above in a college of further/higher education within a Local Education Authority.

Further information and application forms may be obtained from: **The Chief Officer, Clerk to the Governors of the College, (Room 22), 40 Academy Street, Belfast BT1 2NQ,** to whom completed applications should be returned by **Friday, 27th April 1984.**

CANVASSING WILL DISQUALIFY

(9936)

DORSET
BOURNEMOUTH & POOLE COLLEGE OF FURTHER EDUCATION

ASSISTANT PRINCIPAL INFORMATION TECHNOLOGY

Required as soon as possible to take initiative and responsibility for the development of Information Technology systems for introduction into all aspects of the College educational activities.

Applicants must be able to demonstrate achievements in the application of Information Technology and show a deep interest in its applications in support of Learning, Teaching and Administrative activities.

Salary within the range of Vice Principal Grade VII.

Further details and application forms available from Principal's Secretary, North Road, Parkstone, Poole (Tel: 0202 747600). Completed forms to be returned within 2 weeks of the date of this advertisement.

(9954)

London Borough of Ealing

HEAD OF PATHWAY CENTRE

£13,506–£16,731 inclusive
(Principal Lecturer Grade)

The Pathway Centre is a small specialist further education unit based at the Havelock Centre, Southall, catering for the educational needs of young people from ethnic minority groups. The Centre also includes the Industrial Language Training Unit which provides services to employers in Ealing and Hounslow. The Head of the Centre, Miss Evelyn Davies, has recently been promoted to another post in Ealing and we are looking for a person with commitment, energy and a high level of professional skills to lead the work of a team of 18 staff. Candidates should have a degree and relevant post-graduate qualifications and experience.

Assistance with relocation expenses is available in certain cases. Application forms and further details are available from the Chief Education Officer (ref. EO/F) Hadley House, 79-81 Uxbridge Road, Ealing London W5 – telephone 01-579 2424 ext. 2661, to whom completed applications should be returned by 27th April 1984.

(9951)

COLLEGES OF FURTHER EDUCATION

continued

AVON COUNTY

COUNTY OF AVON
EDUCATION SERVICE
BRISTOL TECHNICAL COLLEGE
Principal: J. Hawley, M.Sc.
DEPARTMENT OF PRINTING AND GRAPHIC COMMUNICATIONS
LECTURER GRADE I IN GRAPHIC DESIGN
The successful applicant will be expected to teach on the three year full time course in Graphic Design.
Further details and application forms can be returned by personal collection from Personal Office, Bristol Technical College, Ashley Down, Bristol BS7 9BU, quoting Ref: 84/18. (53981) 220026

BARNSLEY

METROPOLITAN BOROUGH COUNCIL
BARNSLEY COLLEGE OF TECHNOLOGY
Church Street, Barnsley S70 2AN
Principal: Mr A.J. Lee, B.Sc.
Required for Easter 1984
Applications are invited for a vacancy in the DEPARTMENT OF COMPUTING AND MICROELECTRONICS.
Applicants should have recent experience of Business Systems/Systems Analysis and be able to teach COBOL, BASIC and Systems Analysis up to HNC level.
Application forms and further particulars can be obtained from the Principal at the College of Technology (SAE please) to be returned not later than fourteen days from the appearance of this advertisement. (53952) 220036

TOTTENHAM COLLEGE OF TECHNOLOGY
High Road, London N15 4RU, Tel: 01-802 3111
Principal: J. R Parry Williams, MSc, PhD, FRES, FIBiol.

1. **HEAD OF DEPARTMENT OF BUILDING (Grade VI)**
2. **HEAD OF DEPARTMENT OF HEALTH, HAIRDRESSING AND FLORISTRY (Grade V)**
3. **DEPARTMENT OF HEALTH, HAIRDRESSING AND FLORISTRY – PRINCIPAL LECTURER**

to act as Deputy to Head of Department and undertake a teaching commitment in one of the specialist areas of the department.

Applications are invited from senior staff with substantial and relevant experience in Further Education for the above posts which become available on 1st September 1984 on the appointment of the present holders as members of Her Majesty's Inspectorate.

Salary

Post 1: Burnham Head of Department Grade VI: £17,619–£19,314 per annum inclusive of London Weighting.

Post 2: Burnham Head of Department Grade V: £16,377–£18,078 per annum inclusive of London Weighting.

Post 3: Burnham Principal Lecturer Scale: £13,607–£16,731. (there is a bar at £14,925) inclusive of London Weighting.

100% of approved removal expenses may be paid to the successful candidates.

Further information and forms of application from the: The Vice Principal(9/84), stamped addressed envelope please, to whom the forms should be returned by Tuesday, 8th May 1984.

Haringey
Progress with humanity
Haringey is an equal opportunity employer.

(9901)

Director in Computer-based Education

CHICHESTER COLLEGE OF TECHNOLOGY
Westgate Fields, Chichester PO19 1SB

Required September 1984, Senior Lecturer/Principal Lecturer, Computer-Based Education. Applications are invited for post of Director of major computer-based education and training project. Persons appointed should possess appropriate academic qualifications and have had recent experience of assisted learning materials. High order of human resource development and project management skills also required.

The post is a fixed term contract for two years initially, commencing on 1st September 1984. It is anticipated that successful applicant will be accommodated within full time staff of College in area appropriate to Principal Lecturer range: £10,644–£13,938 (under review) starting point dependent on qualifications and experience.

Application forms from Principal at College (Tel: Chichester 786321).

West Sussex COUNTY COUNCIL

(9961)

Humberside County Council
Hull College of Further Education
Principal: A. Tuck, BSc, CEng, MIEE, MIERE, FRSA.

FACULTY OF TECHNOLOGY

Head of Department – Grade IV – Building, Electrical and Mechanical Services
Head of Department – Grade IV – Building and Civil Engineering
Head of Department – Grade IV – Engineering

Applications are invited from persons who have proven ability in Departmental Management for the above posts. The Head of Department will be responsible to the Principal through the Faculty Head for assisting with the co-ordination and development of academic and related activities of the Department. The postholder will be required to organise staff and specialist resources in order to achieve departmental aims.

As a member of this College's Senior Management team, the postholder will be required to formulate departmental policy. Applicants should have suitable professional qualification.

FACULTY OF GENERAL AND ALTERNATIVE EDUCATION

Head of Department – Grade IV – Alternative Education and Foundation Studies

A Head of Department is required for this New Department which has been established to organise and develop work with SSEN Students, Foundation Courses, the Vocational Preparation and Youth Training Schemes. A suitable professional qualification is considered essential together with a wide experience in industry/commerce and some teaching experience is desirable.

The selected applicant will need to be a good organiser for a dedicated team, teaching student centred participative learning and also be able to appreciate the personal needs and problems facing young unemployed school leavers. It is possible that this Department will eventually encompass all first year college courses.

The Head of Department will be responsible to the Principal through the Faculty Head for assisting with the co-ordination and development of academic and related activities of the Department.

Salary: Head of Department – Grade IV – £14,148–£15,849 per annum. Starting salary dependant upon age, qualifications and experience.

Application forms and further particulars may be obtained from the Administrative Officer (Personnel), Hull College of Further Education, Queen's Gardens, Hull HU1 3DG.

Closing date: 27 April 1984.

All applicants are considered on the basis of their suitability for the job irrespective of disablement, race, creed, sex or marital status. Disabled candidates whose applications have the written support of their DRO will be guaranteed an interview.

(9923)

hcfe

NORTHAMPTONSHIRE
TRESHAM COLLEGE

HEAD OF DEPARTMENT OF CATERING AND HAIRDRESSING

Required for September, 1984 or January, 1985.

The post becomes vacant on the retirement of the present holder.

Applications are sought from those with substantial experience in further education in areas of study relevant to the post and who can provide the necessary leadership and direction in a thriving Department.

Salary on the Scale Head of Department Grade III £13,089–£14,610 (under review).

Further details and an application form are available from:

The Principal
Tresham College
St Mary's Road
Kettering, Northamptonshire
Tel: Kettering 85363

(9906)

CLEVELAND EDUCATION COMMITTEE

LONGLANDS COLLEGE OF FURTHER EDUCATION

Head of Department of Applied Science and Computer Studies

Applications are invited from persons with appropriate experience of Further Education for the post of HEAD OF DEPARTMENT OF APPLIED SCIENCE AND COMPUTER STUDIES which is vacant for 1st September, 1984.

Applicants should have a good honours degree or equivalent specialist qualifications and have appropriate teaching and industrial/commercial experience.

An ability to work effectively with individual groups and agencies involved in Further Education, and an understanding of their different problems is essential. In this connection a knowledge of modern industrial practice will be expected.

The present grading of the Department is Burnham Grade IV (salary range £14,148–£15,849).

Further details and application forms are available from the Principal, Longlands College of Further Education, Douglas Street, Middlesbrough, Cleveland to whom completed application forms should be returned no later than Friday 27th April, 1984.

(9942)

The British School of Motoring Ltd

APPROVED DRIVING INSTRUCTOR TRAINING CENTRE

Applications are invited from qualified, experienced lecturers in colleges of further education, who reside in the London area, for the post of:

CONTROLLER OF DRIVING INSTRUCTOR TRAINING

The school, which is situated in Wimbledon, provides courses for BSM's potential driving instructors and prepares them for the Department of Transport's Approved Driving Instructor (ADI) examinations.

Applicants should be well qualified in some aspect of further education and possess a teaching qualification. It is unlikely that someone under the age of 30 years will have relevant experience. Ideally, they should be ADIs but applicants without this qualification need not be deterred providing they would be willing to train and take the ADI examinations.

The successful candidate will be involved with curriculum development and organising a new driver instructor training programme which will include modules of distance learning. He will be responsible for the organisation and day-to-day running of the school, lecturing, and managing a staff of twelve instructors.

Salary circa £14,000, other benefits include Company Car, Company Pension Scheme, and 4 weeks annual holiday.

It is hoped that the successful candidate will be able to take up the post on or before 1st September, 1984.

Application forms and further details may be obtained from K. A. Howard, Personnel Manager, The British School of Motoring Ltd., 81/87 Hartfield Road, Wimbledon, London SW19 3TJ. Tel: 01-543 8282 Ext. 205. The closing date for applications is 5th May. (9893)

HARLOW COLLEGE

Applications are invited for 9 Senior Lecturer posts in this new Tertiary College which opens in September 1984. Applicants should be Graduates and/or hold equivalent professional qualifications, trained teacher status is desirable. Relevant industrial/commercial experience would be advantageous.

The College will provide a wide range of work for some 2000 full-time and 2500 part-time students. Courses have been designed on a common core timetable, allowing programmes to be drawn from the full range of educational opportunities. A comprehensive system of pastoral care will support a common core curriculum for all full and part-time students.

The College will serve the whole community with a range of courses providing for the needs of both full and part-time students.

SENIOR LECTURER
LEADER OF DIVISION

5 Posts
The ability to manage a team of staff and resources is essential. Appropriate teaching experience and an understanding of the curriculum requirements of the Division are required, as is a commitment to a multi-disciplinary approach. Leaders will be responsible for teams of up to 18 staff.

Post 1 Leader of Division of Art, Design and Fashion
DATEC GAD, Foundation Art, GCE 'O' and 'A' level Art, Art History, Foundation Photography and Reprographics, Design, Ceramics, Hairdressing and Beauty Culture, CBG 780 Fashion, Dress and Textile, Needlework, Floristry. An ability to contribute to the development of DATEC and Foundation Art courses is essential.

Post 2 Leader of Division of Community and Leisure Studies
Open Learning, Sporting Activities, Physical Education and Fitness, Pre-School Playgroup Leaders, Co-ordination of Elective Studies.

Post 3 Leader of Division of Performing Arts
Foundation Courses Music and Drama, GCE 'O' and 'A' level Drama, Theatre Studies and Music and Dance.

Post 4 Leader of Division of Home and Community Care
Foundation Courses in Community Care, Pre-Health Studies, NNEB, HMFC, Senior Citizens, Pre-Retirement, Home Helps. The ability to contribute to the development of NNEB courses is essential.

Post 5 Leader of Division of Secretarial and Office Studies
Secretarial, General, Intensive, Senior, Medical and Language, Basic Office Procedures, Modern Office Equipment, Keyboard Skills, Word Processing.

SENIOR LECTURER
4 Posts

Post 6 Senior Lecturer in Student Services
The ability to assist in the development of a comprehensive welfare service and co-ordinate a wide range of professional support is required. An important aspect of this post is the provision of guidance, counselling and in-service training for more than 200 full time staff who act as personal tutors.

Post 7 Senior Lecturer in Educational Resources
Experience of managing educational resources is required. The successful candidate will assist in the provision of a central service of teaching and learning for students and staff.

Post 8 Senior Lecturer in Staff Development
Experience of and a commitment to staff development is required. The successful candidate will assist with the establishment of a College Staff Development programme for teaching and non-teaching staff. The college timetable is designed to facilitate staff participation.

Post 9 Senior Lecturer in Accounting
The successful candidate will be required to lead in Accounting on management courses and at all levels of Business Education Council (BTEC) courses.

Salary Scale: £10,683-£12,562 bar — £13,443 per annum plus London Fringe Allowance.

Application Forms, together with further particulars are available from Principal, Harlow College, Rivermill Centre, Hodings Road, Harlow, Essex, CM20 1NW on receipt of a stamped self-addressed envelope. Telephone: Harlow 414858.
Closing date for receipt of completed forms – 1st May 1984.

ESSEX County Council (9848)

COLLEGES OF FURTHER EDUCATION
continued

AVON COUNTY

CITY OF BATH TECHNICAL COLLEGE
LECTURERS in COMMUNICATION ENGINEERING/MICROPROCESSORS/MICROELECTRONICS/MATHEMATICS required in September 1984. Permanent and temporary posts.
Salaries: Lecturer Grade I £5,649 - £8,733.
Lecturer Grade 2 £7,215 - £13,095.
Further details and application forms (s.a.e. please) available from the Principal, Avon Street, Bath BA1 1UP, to whom completed applications should be returned by 4th May, 1984. (671750) 220026

BEDFORD

BEDFORD COLLEGE OF FURTHER EDUCATION
LECTURER I IN NURSING AND HEALTH EDUCATION
Required for September a Lecturer 2 to act as course tutor to the Rooms Manager and family care courses part and full-time (C & G 794) and to teach over a wide range of courses in this developing section. Advanced nursing qualifications, teacher training, and previous health education experience are sought.
Application forms and further details available from: The Director, BCFE, Cauldwell Street, Bedford MK49 9AB. Tel: 0234 45181 ext. 261.
Bedfordshire is an equal opportunities employer. (671681) 220026

BERKSHIRE

ROYAL COUNTY OF BERKSHIRE
WINDSOR & MAIDENHEAD COLLEGE OF FE
Required for September 1984:
LECTURER GRADE I/II to teach Accounting, Business Calculations and World of Work.
LECTURER GRADE I/II to teach Secretarial Subjects and assist in running the Training Office. Knowledge of Word Processing desirable.
Further particulars and application forms from the Principal, Windsor & Maidenhead College, Clarence Road, Windsor SL4 5AZ.
Berkshire is an equal opportunities employer. (556535) 220026

EAST SUSSEX

LEWES TECHNICAL COLLEGE
Required for 1st September, 1984.
1. Head of Department of Business Education (Grade IV) (Salary £14,148-£12,849). Applicant should be well qualified with good business and teaching experience. Courses in Business, Computing and Secretarial studies.
2. Senior Lecturer in charge of Secretarial Studies (Salary £10,683-£13,559). Applicant should have good office and teaching experience and an up to date knowledge of modern office technology.
Further particulars and application forms from The Principal, Lewes Technical College, Mayfield Road, Lewes. Tel: (079 16) 3191. Return by 30th April. (671577)

BARNET

LONDON BOROUGH OF BARNET
BENNETT COLLEGE OF FURTHER EDUCATION
PART TIME DEPARTMENT OF GENERAL AND SOCIAL STUDIES
LECTURER GRADE 2 FOR HEARING IMPAIRED STUDENTS (£7,215 - £11,568, plus £645 Outer London Allowance) and A Lit is required for 1 September 1984 to offer support for hearing-impaired students attending further or higher education courses within the Borough. In addition, some lecturing duties will be required.
Candidates should preferably be teacher trained graduates with experience of and training in the needs of Hearing-impaired students.
POST 2 DEPARTMENT OF SCIENCE AND TECHNOLOGY
SENIOR LECTURER (SECTION LEADER) IN SCIENCE (£10,683 - £13,559, plus £645 Outer London Allowance)
A senior lecturer is required for 1 September 1984 to lead a team of lecturers teaching across the whole department on C.P.V. and 'A' level courses, BTEC diploma courses, and day-release courses, together with some servicing work.
Applicants should be science graduates with teacher training and preferably some industrial experience.
POST 3 DEPARTMENT OF SCIENCE AND TECHNOLOGY
SENIOR LECTURER (SECTION LEADER) IN TECHNOLOGY (£10,683 - £13,559, plus £645 Outer London Allowance)
A senior lecturer is required for 1 September 1984 to lead a team of lecturers teaching on BTEC diploma courses in engineering, carpentry and joinery craft courses, foundation courses in engineering and basic draughting.
Applicants should be graduates (or equivalent) in electrical/electronic engineering, with teacher training and relevant industrial experience.
CLOSING DATE TUESDAY 1 MAY 1984.
Application forms and further particulars may be obtained from the Principal's office, Barnet College of Further Education, The Burroughs, Hendon, NW4 4DE. (558565) 220026

BIRMINGHAM

EDUCATION DEPARTMENT
BROOKLYN TECHNICAL COLLEGE
Great Barr, Aldridge Road, Birmingham B44 8NS

LECTURER GRADE I ECONOMIC HISTORY
Required for September 1984. A graduate to develop History at 'O' and 'A' levels. Ability to teach Economics/General Studies as minority time subjects would be an advantage.
SALARY SCALE for the above post: £5,649 - £8,733.
There is a scheme for assistance with removal expenses.
APPLICATION FORMS and further particulars obtainable from the Principal to whom they should be returned as soon as possible. (558558) 220026

BUCKINGHAMSHIRE

AYLESBURY COLLEGE
Oxford Road, Aylesbury HP21 8PJ

Applications are invited from men and women for the following post in the Department of General Studies.
LECTURER GRADE I RE-MEDIAL MUSIC AND MOVEMENT
Applicants should be suitably qualified persons to teach Remedial Music and Movement for work at Manor House Hospital, the adjacent Adult Training Centre and other units in the area.
Duties to commence 1 September 1984.
Salary: Lecturer 1 £8,649 - £9,735.
Assistance with removals and other expenses will be provided in approved cases.
Application Forms and further particulars for the above post may be obtained from the Principal (upon receipt of a stamped addressed foolscap envelope) to whom completed form should be returned within 14 days of the appearance of this advertisement. (558511) 220026

Applications are invited for the following posts which are available from 1 September 1984:

SENIOR LECTURER IN SOCIAL SERVICES
(Readvertisement)
To act as Section Leader to the Social Services Team and Course Tutor to the Thames Valley CSS Scheme.

LECTURER II IN DATA PROCESSING
To teach Computer Studies and Data Processing to BTEC and other courses.

LECTURER I IN HEALTH SUBJECTS
To teach Health Subjects to Nursery Nursing students.

LECTURER I IN MICROELECTRONICS
To teach Microelectronics and Computer Technology to a range of courses including BTEC and specialist short courses.

LECTURER I IN DRAMA
To join a "Performing Arts" Team to teach Theatre Studies/Drama to GCE classes and to develop extra-curricular Drama activities in the College.

Salary:
Senior Lecturer £10,683-£13,443
Lecturer II £7,215-£11,568
Lecturer I £5,649- £9,735

Further details and application forms for all the above posts may be obtained from the Principal (SAE please). Completed application forms should be returned to the College by Friday, 4 May 1984.

OXFORD COLLEGE OF FURTHER EDUCATION
Oxpens Road, Oxford, OX1 1SA (9360)

BLACKBURN COLLEGE
An Institution of Further and Higher Education in Arts, Business and Technology

Feilden Street, Blackburn BB2 1LH

VICE-PRINCIPAL
Required for 1st September 1984
Group 8 – Upper Band – Salary £20,375

The College is a major establishment of Further and Higher Education in North East Lancashire. From 1st September 1984, the College will assume responsibility for Tertiary education in the Blackburn district.

Applicants should be well qualified academically, possess a sound knowledge of Further and Higher Education, together with teaching and administrative experience at a senior level and relevant experience in industry or Commerce.

For application form/further details, send SAE (foolscap) to The Principal at the College. Applications to be returned as soon as possible, but not later than Wednesday, 18th April, 1984.

Lancashire County Council is an Equal Opportunities employer. (9887)

NORTHUMBERLAND COUNTY COUNCIL
H. M. Youth Custody Centre
Castington, Morpeth

Lecturer I

Required from 1st September 1984, applications invited from qualified and experienced teachers for this post at a closed penal establishment catering for young male offenders aged 17-21 years.

Post will combine teaching commitment with delegated admin. organisational tasks, under direction of Education Officer. Successful candidate will be part of teaching team and assist in developing a broad education programme for young prisoners within an expanding department.

Teaching involvement may be in remedial, examination, micro-computer, communication studies and aspects of personal development and group work.

Previous experience in these areas and in teaching young adults advantageous.

Admin. duties will be in connection with day-to-day running of department.

Salary: Lecturer Grade I (Burnham Education Report).

Application forms, returnable 27th April 1984., and further details send large sae to Director of Education, County Hall, Morpeth NE61 2EF. (9871)

Surrey County Council

East Surrey College

Principal JG Bell BA Econ

Applications are invited from men and women with appropriate qualifications for the following posts, required for 1 September 1984.

DEPARTMENT OF SOCIAL & COMMUNITY STUDIES
Senior Lecturer
in Communications & Media Studies

Candidates with FE experience and appropriate academic and professional experience/qualifications are invited to apply for this key post in a recently created and diverse department. The person appointed will contribute to the teaching of his/her specialisms – Communications, Media Studies or Drama – and will have a major involvement in the management and professional development of staff and courses.

DEPARTMENT OF SCIENCE & COMPUTING
Lecturer II
in Microcomputer Technology

Required to develop courses at a variety of levels in microcomputer technology and microcomputer servicing. Ability to teach all aspects of microcomputer technology essential, including applications, systems programming, electronics, and small business systems. Must be able to supervise departmental microcomputer and microprocessor laboratory. Ability to assist with other computer related subjects an advantage.

DEPARTMENT OF CATERING
Lecturer I (Temporary)
in Travel & Tourism

Required to join an enthusiastic team in a recently created department. The person appointed will have recent retail trade experience and the ability to teach a wide range of tourism subjects to B/TEC National Diploma Certificate students.

Information and application forms may be obtained from: The Staffing Officer, East Surrey College, Gatton Point, Redhill, Surrey RH1 2JX. Tel: Redhill 72811. (9996)

Gloucestershire College of Arts & Technology

Arising from extensions of work approved by N.A.B., the following new appointments are available to suitably qualified candidates from 1st September 1984.

MATHEMATICS & COMPUTER STUDIES
Post No: 473R057 1 Principal Lecturer Computing
Post Nos: 473R058/473R059 2 Senior Lecturers/ Lecturers Grade II Computing
Post No: 473R054 1 Lecturer Grade I Computing

MANAGEMENT & BUSINESS STUDIES
Post No: 473Q034 1 Principal Lecturer
to act as Co-ordinator of Short Courses and Head of Small Business Unit.
Post No: 473Q035 1 Senior Lecturer
to act as Course Leader for the B/TEC (Business Studies) Higher National Certificate
Post No: 473Q036 1 Senior Lecturer
to act as Course Leader for Institute of Personnel Management courses.
Post No: 473Q037 1 Senior Lecturer or Lecturer Grade II to act as Careers and Industrial Placements Tutor for the B/TEC (Business Studies) Higher National Diploma.
Further details and application forms from: Administrative Officer (Staffing), GlosCAT, Oxstalls Lane, Gloucester.
Closing date: 14 days from appearance of this advert. SAE PLEASE.

Somerset
YEOVIL COLLEGE, YEOVIL
(Tertiary College)
For September 1984

Lecturer Grade I in Service/Reception
Lecturer Grade I in Craft Cookery

Applications are invited for the above posts, to teach relevant practice and theory on a variety of City and Guilds Craft Courses and to contribute to YTS and other related training courses.

Applicants must possess appropriate City and Guilds qualifications and show evidence of successful trade/teaching experience.

Application forms and details (SAE) from the Director of Resources, Yeovil College, Ilchester Road, Yeovil BA21 3BA. Closing date 27th April, 1984.

COLLEGES OF FE
continued

BOLTON

BOLTON METROPOLITAN COLLEGE
LECTURER I - TUTOR LIBRARIAN/LIBERAL STUDIES
To work in the Norwich Centre of the College and to hold a dual role as Tutor Librarian and Lecturer in Liberal Studies.
Chartered Librarian status and preferably teaching experience and a teaching qualification.
LECTURER I - ART RETAILING STUDIES AND HAIRDRESSING STUDENTS.
To teach C.G.L.I. full and part-time Hairdressing students and to assist with other areas of Creative Art across the College.
Appropriate qualifications in art essential.
LECTURER I - HEALTH EDUCATION
To play a full part in the development and co-ordination of Health Education across the faculty of Continuing Education and within the College.
Appropriate qualifications and relevant experience are essential.
Bolton Metropolitan College is a large, multi-site College with a very wide range of largely N.A.T.F.H.E. provision from traditional technical education and training to non-formal Education.
Further details and application forms available from Chief Administrative Officer, Bolton Metropolitan College, Manchester Road, Bolton. Tel: 51431 - to be returned as soon as possible. (558856) 220026

CALDERDALE

METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
THE PERCIVAL WHITLEY COLLEGE OF FURTHER EDUCATION
Pellon Lane, Halifax HX1 3UZ
Tel: Halifax 58321
Urgently required from 1 May 1984 two posts of Lecturer I in English as a Second Language. These posts have been made available through Home Office Section 11 grant and are therefore open to review in May 1987.
Application forms and further particulars obtainable from the Principal (on receipt of foolscap SAE) to whom completed forms should be returned by 24th April 1984. (55801) 220026

CHESHIRE

EDUCATION COMMITTEE
MID-CHESHIRE COLLEGE OF FURTHER EDUCATION
Hartford Campus, Northwich, Cheshire CW8 1LJ
Applications are invited for the following posts tenable in the Department of Science, Catering and Health as from 1st September 1984:
LECTURER GRADE II IN PHYSICS.
To teach Physics and related subjects to GCE 'A' Level and B/TEC Certificate level and act as Subject Leader.
LECTURER GRADE I IN COOKERY.
To teach Cookery to C&G 706/3 Level.
LECTURER GRADE I IN EDUCATION.
To teach Education and related subjects to N.N.E.B. and similar students.
Further particulars and application forms may be obtained from the Principal. Completed forms should be returned by 27th April, 1984. (55603) 220026

CHESHIRE

SOUTH CHESHIRE COLLEGE
Applications are invited for the posts of:
L II IN HOTEL MANAGEMENT
LII IN CERAMICS WITH ART & DESIGN
Particulars and application forms from The College, Hane Road, Weaverham, Tel: 0270 68133. (672832) 220026

CHESHIRE

EDUCATION COMMITTEE
NORTH CHESHIRE COLLEGE
The following posts are available from 1.9.1984:
Department of Humanities and In-Service
LII/SENIOR LECTURER IN TELEVISION STUDIES
to lecture within the B.A. Combined Humanities programme.
Department of Art and Design
LII IN PHOTOGRAPHY
to lecture within the B.A. Combined Humanities programme and on the Art Foundation Course.
Application form and further particulars available from: (SAE please) Principal Administrative Officer, Cheshire College of Further Education, Padgate Campus, Fearnhead, Warrington WA1 4QX to whom completed applications should be returned by 27th April, 1984. (55364) 220026

Wiltshire

Wiltshire County Council
TROWBRIDGE TECHNICAL COLLEGE
Required for 1st September, 1984:

STUDENT COUNSELLOR — LECTURER GRADE II — to give vocational, educational and personal guidance to full-time and part-time students of the College.

Department of General and Social Studies
LECTURER II — to teach *COMMUNICATIONS AND ENGLISH*
TWO LECTURER I posts (one permanent and the other a temporary one year appointment) to teach *COMMUNICATIONS AND ENGLISH*
LECTURER I — to teach *PSYCHOLOGY* to 'O'/'A' and 'A' Levels
LECTURER I — to teach *SOCIOLOGY* to 'O' and 'A' Levels
in all the above posts ability to help with In-Service Training and/or to teach a second subject would be an advantage.
Applicants should be graduates and preferably teacher trained.

Department of Business Studies
LECTURER I — In *COMPUTER STUDIES*
LECTURER I — (Temporary one year full-time) in *COMPUTER STUDIES*
LECTURER I — In *BUSINESS STUDIES* — able to offer *ACCOUNTS AND BUSINESS CALCULATIONS*
LECTURER I In BUSINESS STUDIES, able to offer *LAW* and other business subjects
LECTURER I — (Temporary one year full-time), in *SECRETARIAL SUBJECTS*, able to offer Typing, Office Practice and allied skills.
The Department offers a wide range of full-time and part-time courses. Applicants should be professionally qualified and some relevant commercial experience would be an advantage.

Department of Adult Education
LECTURER I — In *INTERIOR DESIGN* to teach DATEC and other Art and Design students
LECTURER I — In *PHOTOGRAPHY* to teach 'O' and 'A' Level, DATEC and Foundation students
LECTURER I — In *GENERAL ART AND CRAFTS*, to teach a range of courses throughout the College
LECTURER I — to teach *HOME ECONOMICS AND FAMILY AND COMMUNITY CARE* with *NEEDLEWORK*
LECTURER I — (Temporary one year full-time) to teach CATERING/ COOKERY

Further details and application forms may be obtained from the Principal's Secretary, Trowbridge Technical College, College Road, Trowbridge, Wiltshire, BA14 0ES. (Telephone: Trowbridge (02214) 66241).

(9878)

ilea colleges

Applications are invited for the following posts. Salary scales in accordance with the Burnham (FE), award: LECTURER GRADE I (and part-time pro rata). On an incremental scale with the range of £5,649-£8,733 starting point depending on qualifications, training and experience. LECTURER GRADE II £7,215-£11,568. SENIOR LECTURER £10,683-£13,559 (bar) £13,443. PRINCIPAL LECTURER £12,816-£13,559 (bar) £16,744. Subject to formal approval. For all posts, unless otherwise stated, there is an Inner London Allowance of £967. ILEA is an equal opportunities employer.

HACKNEY COLLEGE
Stoke Newington Site,
Ayrsome Road, N16
Department of Continuing Education
LECTURER II in ENGLISH AS A SECOND LANGUAGE
Required for September 1984.
The Department is seeking to appoint a LII to be second in an expanding team of full and part-time teachers under the leadership of a Senior Lecturer. Service provides ESL support across a range of courses and will advise college management on the present and future ESL needs.
Applicants must be able to demonstrate an ability to innovate, should be suitably qualified, and should have relevant experience in FE/HE and industry.

Secretarial and General Education Department
SENIOR LECTURER – Co-ordinator for Multi-ethnic Education
Required for September 1984 a Senior Lecturer to act as co-ordinator for multi-ethnic education across the College. 50% of contact hours will be remitted to carry out the co-ordination duties and the balance of contact hours will be devoted to teaching a specialism within the Secretarial and General Education field.
Applicants should be graduates and teacher trained with wide teaching and administrative experience. Experience of and a commitment to working with ethnic minorities is essential.
Assistance may be given towards household removal expenses. Further details of all posts and form of application returnable by 4 May, 1984 from Deputy Administrative Officer, South West London College, Tooting Broadway, SW17 0TO. (9916)

SOUTH WEST LONDON COLLEGE
Business Education Department
PRINCIPAL LECTURER – Course Director for BTEC Higher
Re-advertisement
Required for September 1984 a Principal Lecturer to be responsible for the BTEC Higher Diploma and Certificate courses within the Business Education Department. Applicants must hold a relevant degree and have experience of BTEC Higher and will be required to provide academic and administrative leadership of an integrated team. Managerial experience and an innovative approach are essential.

Management Studies Department
PRINCIPAL LECTURER – Head of Computing and Information Technology
Re-advertisement
Principal Lecturer required for September 1984 to be responsible for the development of all computing across the college. The successful applicant will manage and lead a multi-disciplinary team of staff engaged on a range of computing courses and will advise college management on the present and future IT needs.
Applicants must be able to demonstrate an ability to innovate, should be suitably qualified, and should have relevant experience in FE/HE and industry.

METROPOLITAN BOROUGH OF KNOWSLEY

KIRKBY COLLEGE OF FURTHER EDUCATION

VICE-PRINCIPAL

Applications are invited for the above post. Duties to commence 1 September 1984. Candidates should have proven administrative and organising ability with substantial experience in Further Education and a total commitment to the development of post-16 education and training.

Present salary mid point of range for a Group IV College, £15,732.

Please send s.a.e. for further details and application form to the Borough Education Officer, Education Office, Huyton Hey Road, Huyton, Merseyside L36 5YH. Closing date for completed applications 30 April 1984. (9913)

Strathclyde Department of Education

Further Education

Applications are invited for the undernoted posts. All candidates should have relevant industrial or commercial experience where appropriate. Teacher training would be an advantage but training can be given on an in-service basis.

LECTURER
GLASGOW COLLEGE OF NAUTICAL STUDIES, 21 Thistle Street, Glasgow G5
ELECTRICAL AND ELECTRONIC ENGINEERING
Lect. Grade 'A' – Power Plant Department. Degree or HND in Electrical/Electronic Engineering with appropriate industrial experience in electrical plant and control equipment.

SALARIES	
LECTURER 'A'	£8,313 – £12,228 (Bar) £13,125

Placing on the salary scale will be given for relevant experience. Forms of application and further particulars can be obtained from the College to whom completed applications should be returned not later than Friday, 27th April, 1984.
EDWARD MILLER, Director of Education

COLLEGES OF FE
continued

CLEVELAND

LONGLANDS COLLEGE OF FURTHER EDUCATION
Roman Road, Linthorpe, Middlesbrough, Cleveland TS5 5PJ
Tel: (0642) 813705

LECTURER GRADE II IN COMPUTER STUDIES IN THE DEPARTMENT OF BUSINESS EDUCATION
Applicants should have a degree or equivalent qualification in Computing and relevant practical experience. Teaching experience is highly desirable although a teaching qualification is not essential.
Salary: £7,815 - £11,568.

Application forms and further particulars may be obtained from the College Principal, to whom completed forms should be returned not later than fourteen days after the appearance of this advertisement. (39684) 220026

CLEVELAND

LECTURER IN INDUSTRIAL MEASUREMENT & CONTROL (specialising in electronics)
Lecturer II in VOCATIONAL PREPARATION and ADULT EDUCATION
Lecturer I in COMPUTER STUDIES & SCIENCE ON MATHEMATICS
Lecturer I in COMPUTER STUDIES
Lecturer I in PHYSICAL EDUCATION & RECREATION STUDIES
Lecturer I in MECHANICAL ENGINEERING
Salary Scales: Head of Department £14,178 - £15,636 p.a.
Lecturer II £7,815 - £11,568.
Lecturer I £5,648 - £9,735.

Further particulars can be obtained from the College Principal, to whom completed forms should be returned not later than fourteen days after the appearance of this advertisement. (39684) 220026

Bromley
College of Technology
required for September 1984:

SENIOR LECTURER IN INFORMATION PROCESSING

Applicants should be suitably qualified with experience of information processing applications in industry or commerce. The ability to teach in another business related area such as quantitative techniques or business administration would be an advantage.

LECTURER II – IN ACCOUNTANCY AND BUSINESS STUDIES

To teach the Institute of Bankers Stage 2, I.O.B. conversion BTEC national diploma courses. A business studies background and experience in industry or commerce would be an advantage.

LECTURER I

To teach a full range of Secretarial Skills on Post 'O' and Post 'A' level secretarial and language courses.

Applicants should be suitably qualified with a sound working knowledge of modern office technology and preferably with recent commercial experience.

Please telephone for details to The Principal's Secretary, Bromley College of Technology, 01-462 6331. Closing date: 3rd May 1984.

Humberside County Council
Hull College of Further Education
Principal: A. Tuck, B.Sc., C.Eng., M.I.E.E., M.I.E.R.E., F.R.S.A.

DEPARTMENT OF MATHEMATICS AND SCIENCE

Lecturer I
In Mathematics and Computing

The work of the department includes Mathematics, Statistics and Computing for G.C.E. 'O' and 'A' Level courses and a range of BTEC National Certificate and Diploma courses including those in Computer Studies. An ability to assist with Computing will be expected. The post is tenable from 1 September 1984. Applicants should possess appropriate academic and teaching qualifications.
Salary: Lecturer I £5,649 – £9,735 per annum. Starting salary dependent upon age, qualifications and experience.
Application forms and further particulars can be obtained from the address below.
Closing date for above post: 28 April 1984.

H.M. YOUTH CUSTODY CENTRE, EVERTHORPE

Lecturer II
Deputy Education Officer

Applications are invited from suitably qualified teachers to assist the Education Officer in the organisation and management of the Education Department and to undertake some teaching duties. This is a re-advertisement and previous applicants should confirm their wish to be reconsidered.

Lecturer I
required to teach Numeracy and Computer Literacy and/or Adult Basic Education

Salary: Lecturer II £7,215 – £11,568 per annum
Lecturer I £5,649 – £9,735 per annum
Starting salary dependent upon age, qualifications and previous experience.
The Custody Centre is undertaking an experimental project in Youth Training and experience in Vocational Preparation/Youth Training would be desirable but not essential.
Closing date for above post: 4 May 1984.

Application forms and further particulars for all posts can be obtained from the Administrative Officer (Personnel), Hull College of Further Education, Queen's Gardens, Hull, HU1 3DG. Telephone (0482) 29943 (Ext. 235).
All applicants are considered on the basis of their suitability for the job irrespective of disablement, race, creed, sex or marital status. Disabled candidates whose applications have the written support of their D.R.O. will be guaranteed an interview. (9969)

hcfe

DEVON
COUNTY COUNCIL

NORTH DEVON COLLEGE

Principal: D. Trueman, B.Sc.

Applications are invited as soon as possible from suitably qualified and experienced candidates for the following post to date from 1 September 1984:

LECTURER I IN DESIGN (BTEC DIPLOMA DEPARTMENT OF CREATIVE ARTS)
To teach general graphic design (including some photography. The course is principally concerned in the first year with increasing specialism in the second. Candidates should be appropriately qualified (B.A., M.S.I.A.D., etc.) and preferably should have industrial and teaching experience.

Salary will be in accordance with the Burnham F.E. Report.

Further information and application forms can be obtained on receipt of an S.A.E. from the Vice-Principal's Secretary, North Devon College, Barnstaple, Devon EX31 2BQ. (35246) 220026

EAST SUSSEX

EASTBOURNE COLLEGE OF ARTS & TECHNOLOGY
St Anne's Road, Eastbourne
Tel: (0323) 644711, Ext. 819
Required from 1 September:
LECTURER IN PROFESSIONAL COOKERY in Department of Catering & Hotel Industry Studies which has recently moved into new purpose-built accommodation. Salary £5,649 - £9,735 pa. Closing date 4th.
Further particulars and application forms from Vice Principal. (35816) 220025

EXETER

EXETER COLLEGE
Hele Road, Exeter EX4 4JS
COMPUTING SYSTEMS
Applications are invited for the above vacancy which will be filled September 1984 or as soon as possible thereafter.
Candidates will be expected to fit in to a Computer Services Unit which serves the College as a whole. It is desirable that candidates should have a business and/or educational experience preferably related to micro-computing. Graduate or Professional qualification in business studies or computing are desirable. Teaching experience would be an added advantage.
Salary Ll £5,649 - £9,735.

Further particulars and applications forms from the Principal (SAE please) returnable within 14 days of the appearance of this advertisement. (67184) 220025

GLOUCESTERSHIRE

GLOUCESTERSHIRE COLLEGE OF ARTS & TECHNOLOGY
SOCIETY, SCIENTIFIC STUDIES DEPARTMENT
LECTURER GRADE I IN SOCIOLOGY
SCHOOL OF HAIRDRESSING AND BEAUTY THERAPY
LECTURER GRADE I IN COMPUTER STUDIES
SCHOOL OF HOME ECONOMICS AND CREATIVE STUDIES
Park Campus, Cheltenham
Tel: (0242) 473921
LECTURER GRADE I IN HAIRDRESSING (Male)
SCHOOL OF HAIRDRESSING AND BEAUTY THERAPY
Brunswick Campus, Gloucester
Applications are invited for these posts. Further information and application forms available from: Administrative Officer, (Starting), Gloucestershire College of Arts & Technology, Oxstalls Lane, Gloucester GL2 9HW. S.A.E. Please.
Closing date 22ND APRIL 1984. (67242) 220026

GUERNSEY

STATES OF GUERNSEY EDUCATION COUNCIL

COLLEGE OF FURTHER EDUCATION

Applications are invited from suitably qualified and experienced persons for the post of Lecturer in Building Crafts Grade I. Duties to commence on 1st September, 1984.

Duties will include the teaching of trowel work, joinery and preparation to students completing the City and Guilds Bricklaying.

Bricklaying and Concreting Course No. 651 up to and including the advanced level courses. Assistance in the teaching of associated studies in other construction craft courses is also required. An ability to teach subjects in the T.E.C. Courses in Building Studies would be an advantage.

Applicants should preferably be teacher trained and should have served a minimum of an appropriate advanced City and Guilds Craft qualification or equivalent, together with relevant industrial and teaching experience.

Application forms and further details of the post may be obtained on receipt of a self addressed envelope STAMPED (foolscap envelope) from The Director of Education, Education Department, P.O. Box 32, Les Couperdorie, St. Peter Port, Guernsey (Tel: 0481 23555) to whom completed forms must be returned not later than Wednesday, 16th May 1984. (67215) 220026

GUERNSEY

STATES OF GUERNSEY EDUCATION COUNCIL
COLLEGE OF FURTHER EDUCATION
Applications are invited from suitably experienced and qualified persons for the post of Lecturer in Computing Studies Grade I, duties to commence on 1st September, 1984.
The appointment will be centred in the Department of Business Studies and will involve a teaching commitment in that Department of business applications to BTEC courses and to and including Higher Certificate courses. The post will entail a responsibility to develop computer awareness and application with other departments throughout the College, and to be involved with Computer Studies in the BTEC Higher Certificate in Electronics.
Candidates should be well qualified in Computer Studies, preferably with good industrial/commercial experience and teaching experience of this subject.
This is a new post offering an interesting and challenging opportunity to build up this important and developing field. Highlights of the post:
Application forms together with further details of the post may be obtained on receipt of a self-addressed envelope STAMPED foolscap envelope from the Director of Education, Education Department, P.O. Box 43, La Couperdorie, St. Peter Port, Guernsey (Tel: 0481 23555) to whom completed forms must be returned no later than Wednesday 16th May, 1984. (67648) 220026

CROYDON COLLEGE

FAIRFIELD, CROYDON CR9 1DX
Tel: 01-688 9271/6

Applications are invited for the following posts to be based at the College's 16-19 Centre to be established at the present Heath Clark High School from September 1984. The posts are tenable from 1st September, 1984:

LECTURER I
(Two Posts)

To teach two of the following subjects to GCE 'A' Level:– History, Government, Sociology. The ability to assist with General Studies would be an advantage.

LECTURER I/LECTURER II
Special Educational Needs

To join a team of teachers responsible for a recently introduced range of Special Needs courses, currently catering for students with moderate learning difficulties.
It is envisaged that, in the future, the courses will also accommodate physically handicapped students and those with behavioural problems. The Lecturer II post will demand assistance with management of the Special Needs section and preferably the ability to teach craft studies.
Applicants for all the above posts should be teacher trained and have relevant teaching experience.
The salaries for these posts will be in accordance with the current Burnham Further Education Award and are at present:
Lecturer I – £8,294-£10,390 p.a.
Lecturer II – £7,860-£12,213 pa
Including the London Weighting Allowance
Further details and application forms may be obtained from the Vice-Principal, Croydon College, Fairfield, Croydon, CR9 1DX, to whom completed application forms should be returned within fourteen days of the appearance of this advertisement. (9967)

HAMPSHIRE

EDUCATION COMMITTEE
BROCKENHURST COLLEGE
Sixth Form College
Brockenhurst, Hampshire
Lecturer in Tertiary Course
Salary to be that of Tertiary Lecturer Grade I
September 1984.
Please send full advertisement for LECTURER in BIOLOGY and PHYSICS under Sixth Form and Tertiary Colleges. (64988) 220026

HAMPSHIRE

BASINGSTOKE TECHNICAL COLLEGE
Worting Road, Basingstoke
Tel: (0256) 54741
DEPARTMENT OF CATERING & HEALTH STUDIES
Required for September 1st LECTURER Grade I to teach Food Production to teach C & G 706/1 full time and part-time, and BTEC Catering Diploma students.
Quality craft qualifications and experience in Food Production is a teaching qualification is an advantage.

Salary scale: Lecturer I - £5,649 - £9,735

Application forms and further particulars can be obtained from the Registrar to be returned by 30th April, 1984. (67297) 220026

HAMPSHIRE

BASINGSTOKE TECHNICAL COLLEGE
Worting Road, Basingstoke
Tel: (0256) 54741
Applications are invited for the following permanent posts:-
1 Lecturer Grade I to teach Physics to GCE and TEC courses and 'O' and 'A' level
2 Lecturer Grade I to teach French and Spanish to teach up to 'O' level with the possibility of Post 'A' level French for Business and Secretarial students. Experience in the translation of texts and ability to offer EFL would be an advantage.
All posts to commence September, 1984.
Salary scale:
£5,649 - £9,735
Application forms and further particulars available from the Principal and to be returned within a fortnight from the appearance of this advertisement. (55690) 220026

HEREFORD AND WORCESTER
EDUCATION COMMITTEE

NORTH WORCESTERSHIRE COLLEGE
Bromsgrove

DEPARTMENT OF HUMANITIES

LECTURER IN GRADE I : TEXTILES AND FASHION

Applications are invited from experienced graduates for the above post to teach mainly on the Department's BATEC General Art and Design Diploma Course (a TEC National Diploma).

The post would suit a lively, creative person, familiar with colour, with a strong interest in fashion and in surface pattern design related to textiles and who is able to teach a range of basic techniques, including printing, weaving and embroidery.

Salary Scale: £5,649 - £9,735 plus £258 Fringe Allowance.

Further particulars and application forms may be obtained from the Principal at the above address. (67345) 220026

HERTFORDSHIRE

HERTFORDSHIRE COLLEGE OF AGRICULTURE AND HORTICULTURE
Oaklands, St. Albans, Herts. AL4 0AL
LECTURER IA
For two year full-time course for young people of 16 - 18 years of age with moderate learning difficulties.
Applications are invited from suitably qualified teachers with the necessary practical experience to teach basic horticulture and estate maintenance skills.
Commitment to work with students of limited ability will be essential.
Salary scale: £5,907 - £9,993 (under review).
Application form and further details available from the Principal, St. Albans 50551. (55921) 220026

HERTFORDSHIRE

NORTH HERTS COLLEGE
Required for 1st September 1984, or as soon as possible thereafter:
DEPARTMENT OF TECHNOLOGY
LECTURER GRADE II IN TECHNOLOGY Applicants should possess suitable qualifications in Technology, and have a keen interest in the development of new technology areas.
DEPARTMENT OF ADULT EDUCATION
LECTURER GRADE II in ADULT EDUCATION to be responsible for the organisation of the specialist basic programme within the Department. This includes the co-ordination and development of work with the handicapped, elderly, unemployed and ethnic minority groups, the oversight of the Queen Street Adult Education annexe in Hitchin. Many of the courses are off campus.
Salary scale: £7,215 - £11,568. Closing date for receipt of applications 27th April, 1984.
Application forms and further details (S.A.E. please) are available from Mrs. M. Lawrence, North Herts College, Wilbury Way, Hitchin, Herts. SG5 3RJ. (67251) 220026

HERTFORDSHIRE

WATFORD COLLEGE
Hempstead Road, Watford
LECTURER IN Art and Design
BUSINESS STUDIES required for 1st September, 1984.
The Department of Business Studies is seeking to appoint a well qualified person who can offer teaching in one of the following areas: Economics, Elements of Banking, Business Administration, Marketing, Psychology.
An awareness of the application of information technology to the above disciplines teaching is desirable.
The College offers a wide range of advanced Business and Professional courses which include inside BTEC National and Higher National courses, a College Diploma and Professional Diploma in Advertising, and Professional courses in Banking, Insurance and Law.
Salary in accordance with Burnham Further Education Lecturers Grade I: £5,649 - £9,735 plus £258 p.a. fringe allowance.
Further details and application forms available from the Personnel Officer, Watford College, Hempstead Road, Watford, Herts, WD1 3EZ. (Tel: Watford 41841 Ext. 56). (55031) 220026

HERTFORDSHIRE

CASSIO COLLEGE
Langley Road, Watford, Herts.
DEPARTMENT OF FOOD INDUSTRIES
LECTURER GRADE I - FOOD SCIENCE
Required for September 1984 to teach Food Science, Nutrition, Food Hygiene and a supporting subject to Advanced and Bakery studies students following BTEC Diploma, College Diploma courses. The suitable applicant will have a degree in Food Science or equivalent, preferably in Food Studies or Technology. Nutrition or Microbiology. Experience of the catering or bakery industry is desirable.
Salary Scale: £5,649 - £9,735 plus £258 Fringe Allowance.
Further details (sae please) and application forms may be obtained from the Principal at the above address. (67187) 220026

HERTFORDSHIRE

CASSIO COLLEGE
Langley Road, Watford, Herts.
DEPARTMENT OF BUSINESS & SECRETARIAL STUDIES
LECTURER I
To teach organisation in its Environment on BTEC National Level courses and to teach on other courses in the Department of Business courses serviced by the Department.
Candidates should be able to offer at least one of the following subjects in addition to the above, Banking, Social Services, Law, Housekeeping. Applicants should hold qualification equivalent professional level qualifications and have relevant industrial or commercial experience.
Salary Scale: £5,649 - £9,735 plus £258 Fringe Allowance.
Further particulars (sae please) and application forms may be obtained from the Principal at the above address. (67345) 220026

HERTFORDSHIRE

CASSIO COLLEGE
Langley Road, Watford, Herts.
DEPARTMENT OF HOSPITALITY AND SOCIAL SERVICES
PRINCIPAL LECTURER
To be responsible for Child Care and some of the Social Studies courses in addition to GCE 'O' and 'A' level to be responsible as Deputy to the Head of Department.
The Department studies courses in Hotel Catering, Child Care and some of the Social Studies courses up to GCE 'O' and 'A' level in addition to an expanding provision for entry to and progression from pre-vocational courses for unemployed, elderly, unemployed and ethnic minority groups under the oversight of the Queen Street Adult Education annexe in Hitchin. Many of the courses are off campus.
Salary scale: £7,215 - £11,568. Closing date for receipt of applications 27th April, 1984.
Application forms and further details (S.A.E. please) are available from Mrs. M. Lawrence, North Herts College, Wilbury Way, Hitchin, Herts. SG5 3RJ. (67251) 220026

HERTFORDSHIRE

HERTFORDSHIRE COLLEGE OF AGRICULTURE AND HORTICULTURE
Oaklands, St. Albans, Herts. AL4 0AL
LECTURER IA
For two year full-time course for young people of 16 - 18 years of age with moderate learning difficulties.
Applications are invited from suitably qualified teachers with the necessary practical experience to teach basic horticulture and estate maintenance skills.
Commitment to work with students of limited ability will be essential.
Salary scale: £5,907 - £9,993 (under review).
Application form and further details available from the Principal, St. Albans 50551. (55921) 220026

HERTFORDSHIRE

CASSIO COLLEGE
Langley Road, Watford, Herts. WD1 3RH
DEPARTMENT OF ADULT STUDIES AND HOME ECONOMICS
Required as soon as possible,
LECTURER GRADE I to take responsibility for the expansion of SEL provision in South West Herts. The post offers scope for initiative and development.
Salary £5,649 - £9,735 plus £258 fringe allowance.
Further details (sae please) and application forms may be obtained from the Principal at the above address. (67187) 220026

KENT

EDUCATION COMMITTEE
CHARLES KEMP COLLEGE OF FURTHER EDUCATION
Brook Street, Tonbridge, Kent.
DEPARTMENT OF HOSPITAL AND SOCIAL SERVICES
PRINCIPAL LECTURER
required to take up duties on 1st September, 1984 to act as Deputy to the Head of Department.
The Department studies courses in Hotel Catering, Child Care and some of the Social Studies courses up to GCE 'O' and 'A' level in addition to an expanding provision for entry to and progression from pre-vocational courses for unemployed, elderly, unemployed and ethnic minority groups under the oversight of the Queen Street Adult Education annexe in Hitchin. Many of the courses are off campus.
Salary scale: £7,215 - £11,568. Closing date for receipt of applications 27th April, 1984.
Application forms and further details of the post may be obtained from the Chief Administrative Officer, West Kent College of Further Education, Kent Road, Tonbridge, Kent TN9 1TA. (67241) 220026

COLLEGES OF F. E.
continued

KENT

COUNTY COUNCIL
EDUCATION COMMITTEE
CANTERBURY COLLEGE OF TECHNOLOGY
New Dover Road, Canterbury, Kent CT1 3AJ
Tel: (0227) 66081
Required from 1st May 1984 or as soon as possible thereafter:-
Lecturer I or II (depending on experience and qualifications) in Accountancy.
Lecturer II in Electronics & Telecommunications Ref. ECS.
Salary in accordance with the Burnham Scale for Establishments of Further Education, namely:-
Lecturer II - £7,215 - £11,568 p.a.
Lecturer I - £5,649 - £9,735 p.a.
Starting point dependent upon experience and qualifications.
Application forms and further particulars can be obtained on receipt of a stamped addressed envelope from the Personnel Officer, Canterbury College of Technology, New Dover Road, Canterbury, Kent CT1 3AJ.
Applicants should possess a degree or its equivalent and have appropriate industrial experience.
Salary £5,649 to £9,735.
Application forms and further particulars can be obtained from the Borough Education Officer, Bexley Road, Erith, Kent DA8 3EX. Closing date for completed applications 30th April 1984. (55228) 220026

KNOWSLEY
METROPOLITAN BOROUGH OF KNOWSLEY

KIRKBY COLLEGE OF FURTHER EDUCATION

LECTURER GRADE I IN TEMPORARY
Required for September 1984. Lecturer Grade I to teach electronics and related processes and related subjects to GCE and ETEC level. There will be an opportunity for A level electronics teaching.
Applicants should possess a degree or its equivalent and have appropriate industrial experience.
Salary £5,649 to £9,735.
Application forms and further particulars can be obtained from the Borough Education Officer, Huyton Road Office, Huyton Hey Road, Kirkby, Merseyside L36 9YH. Closing date for completed applications 30th April 1984. (55228) 220026

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

CHARLES KEENE COLLEGE OF TECHNOLOGY
Painter Street, Leicester LE1 5WA

Applications are invited for the following posts, duties to commence 1st September 1984:-

DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES
LECTURER GRADE I IN TECHNOLOGY
Applicants should be teacher trained and have a degree or its equivalent in one of the following areas: Economics, Business Studies, Accountancy, Law, Sociology, Politics, Psychology, Geography, Social Administration, Marketing, Personnel Management.
An awareness of the application of information technology to the above disciplines teaching is desirable.
The College offers a wide range of advanced Business and Professional courses which include inside BTEC National and Higher National courses, a College Diploma and Professional Diploma in Advertising, Institutional and Professional courses in Banking, Insurance and Law.
Salary in accordance with Burnham Further Education Lecturers Grade I: £5,649 - £9,735 plus £258 p.a. fringe allowance.
Further details and application forms available from the Personnel Officer, Watford College, Hempstead Road, Watford, Herts, WD1 3EZ. (Tel: Watford 41841 Ext. 56). (55031) 220026

HERTFORDSHIRE

CASSIO COLLEGE
Langley Road, Watford, Herts.
DEPARTMENT OF FOOD INDUSTRIES
LECTURER GRADE I - FOOD SCIENCE
Required for September 1984 to teach Food Science, Nutrition, Food Hygiene and a supporting subject to Advanced and Bakery studies students following BTEC Diploma, College Diploma courses. The suitable applicant will have a degree in Food Science or equivalent, preferably in Food Studies or Technology. Nutrition or Microbiology. Experience of the catering or bakery industry is desirable.
Salary Scale: £5,649 - £9,735 plus £258 Fringe Allowance.
Further details (sae please) and application forms may be obtained from the Principal at the above address. (67187) 220026

HERTFORDSHIRE

CASSIO COLLEGE
Langley Road, Watford, Herts.
DEPARTMENT OF BUSINESS & SECRETARIAL STUDIES
LECTURER I
To teach organisation in its Environment on BTEC National Level courses and to teach on other courses in the Department of Business courses serviced by the Department.
Candidates should be able to offer at least one of the following subjects in addition to the above, Banking, Social Services, Law, Housekeeping. Applicants should hold qualification of equivalent professional level qualifications and have relevant industrial or commercial experience.
Salary Scale: £5,649 - £9,735 plus £258 Fringe Allowance.
Further particulars (sae please) and application forms may be obtained from the Principal at the above address. (67345) 220026

HERTFORDSHIRE

HERTFORDSHIRE COLLEGE OF AGRICULTURE AND HORTICULTURE
Oaklands, St. Albans, Herts. AL4 0AL
LECTURER IA
For two year full-time course for young people of 16 - 18 years of age with moderate learning difficulties.
Applications are invited from suitably qualified teachers with the necessary practical experience to teach basic horticulture and estate maintenance skills.
Commitment to work with students of limited ability will be essential.
Salary scale: £5,907 - £9,993 (under review).
Application form and further details available from the Principal, St. Albans 50551. (55921) 220026

HERTFORDSHIRE

NORTH HERTS COLLEGE
Required for 1st September 1984, or as soon as possible thereafter:
DEPARTMENT OF TECHNOLOGY
LECTURER GRADE II IN TECHNOLOGY Applicants should possess suitable qualifications in Technology, and have a keen interest in the development of new technology areas.
DEPARTMENT OF ADULT EDUCATION
LECTURER GRADE II in ADULT EDUCATION to be responsible for the organisation of the specialist basic programme within the Department. This includes the co-ordination and development of work with the handicapped, elderly, unemployed and ethnic minority groups, the oversight of the Queen Street Adult Education annexe in Hitchin. Many of the courses are off campus.
Salary scale: £7,215 - £11,568. Closing date for receipt of applications 27th April, 1984.
Application forms and further details (S.A.E. please) are available from Mrs. M. Lawrence, North Herts College, Wilbury Way, Hitchin, Herts. SG5 3RJ. (67251) 220026

LEICESTERSHIRE
COUNTY COUNCIL

AN EQUAL OPPORTUNITY EMPLOYER

HINCKLEY COLLEGE OF FURTHER EDUCATION
London Road, Hinckley, Leics. LE10 1HQ

Applications are invited for the following posts, duties to commence September 1984.:-

SENIOR LECTURER/NTI COORDINATOR
Required to co-ordinate across the college, all the work deriving from MSC funding, in particular NTI, YTS and ATC. Staff training and development are also considered important aspects of this work. Applicants will be expected to have considerable knowledge and experience in MSC developments.

LECTURER I IN BUSINESS STUDIES
Required to teach Accounts and Numeracy on BTEC and GCE courses. An ability to teach Data Processing or Computer Appreciation to Advantage. Applicants should have commercial or professional qualifications and will be preferably teacher trained.

LECTURER I IN CATERING
Required to join the College Catering Section. Applicants should be able to teach Studies up to City and Guilds 706/2 Level. The ability to teach Basic Food Service would be an advantage.

LECTURER I IN HOME ECONOMICS
Required to teach full-time and Home Economics courses based on Access/adult students and special courses of all ages.

Further details available from The Principal (sae) or by telephone to Hinckley 635271 to whom letters of application, naming two referees, should be addressed.

Applications to be received within two weeks of the appearance of this advertisement. (67194) 220026

LINCOLNSHIRE
COUNTY COUNCIL

GAINSBOROUGH COLLEGE OF FURTHER EDUCATION

DEPARTMENT OF BUSINESS AND GENERAL STUDIES

LECTURER II IN CHARGE OF SECRETARIAL STUDIES

To be responsible for the organisation of Secretarial Skills and Office Courses at the College.

A knowledge of the requirements of education for the modern electronic office.

DEPARTMENT OF TECHNOLOGY

LECTURER II IN MECHANICAL ENGINEERING
The successful candidate will be expected to contribute to the Mechanical Engineering Programmes at B/TEC Level and to assist in the development of new courses in mechanical engineering in addition to meet new demands.

Application forms and further particulars from The Principal, Gainsborough, Lincs. DN21 2BU (Tel: 0427 6946). Completed application forms to be returned within 14 days of the appearance of this advertisement. (55309) 220026

KNOWSLEY
METROPOLITAN BOROUGH OF KNOWSLEY

KIRKBY COLLEGE OF FURTHER EDUCATION

LECTURER GRADE II IN COMPUTER STUDIES

Applications are invited from suitably qualified and experienced candidates for the above post, starting 1st September 1984. The duties will involve teaching Computer Awareness, Applications and Programming on a wide range of courses, including BTEC National and General Diplomas and Certificate courses. In addition there will be a commitment to Computer Literacy courses and the Youth Training Scheme trainees.

The successful applicant will also be required to assist in the development of new courses to meet the needs of commerce and industry.

Applicants should be professionally trained and have a degree or its equivalent with relevant commercial experience. Teaching experience would be an advantage.

Please send s.a.e. to the Borough Education Officer, Education Offices, Bexley Road, Erith, Kent DA8 3EX for further particulars and application form.

Closing date for completed applications 30th April 1984. (55906) 220026

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

CHARLES KEENE COLLEGE OF TECHNOLOGY
Painter Street, Leicester LE1 5WA

Applications are invited for the following posts, duties to commence 1st September 1984:-

DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES
LECTURER GRADE I IN TECHNOLOGY
Applicants should be teacher trained and have a degree or its equivalent in one of the following areas: Economics, Business Studies, Accountancy, Law, Sociology, Politics, Psychology, Geography, Social Administration, Marketing, Personnel Management.
An awareness of the application of information technology to the above disciplines teaching is desirable.
The College offers a wide range of advanced Business and Professional courses which include inside BTEC National and Higher National courses, a College Diploma and Professional Diploma in Advertising, Institutional and Professional courses in Banking, Insurance and Law.
Salary in accordance with Burnham Further Education Lecturers Grade I: £5,649 - £9,735 plus £258 p.a. fringe allowance.
Further details and application forms available from the Personnel Officer, Watford College, Hempstead Road, Watford, Herts, WD1 3EZ. (Tel: Watford 41841 Ext. 56). (55031) 220026

KENT

EDUCATION COMMITTEE
CHARLES KEMP COLLEGE OF FURTHER EDUCATION
Brook Street, Tonbridge, Kent.
DEPARTMENT OF HOSPITAL AND SOCIAL SERVICES
PRINCIPAL LECTURER
required to take up duties on 1st September, 1984 to act as Deputy to the Head of Department.
The Department studies courses in Hotel Catering, Child Care and some of the Social Studies courses up to GCE 'O' and 'A' level in addition to an expanding provision for entry to and progression from pre-vocational courses for unemployed, elderly, unemployed and ethnic minority groups under the oversight of the Queen Street Adult Education annexe in Hitchin. Many of the courses are off campus.
Salary scale: £7,215 - £11,568. Closing date for receipt of applications 27th April, 1984.
Application forms and further details of the post may be obtained from the Chief Administrative Officer, West Kent College of Further Education, Kent Road, Tonbridge, Kent TN9 1TA. (67241) 220026

MID GLAMORGAN
COUNTY COUNCIL
EDUCATION COMMITTEE
LECTURING POSTS IN
MERTHYR TYDFIL
COLLEGE
MERTHYR TYDFIL
TECHNICAL COLLEGE
PRINCIPAL LECTURER - MSW (Technology)
APPLICATIONS
To further college development in some or all of the following applications:-
Computer Assisted Manufacture and Design, Robotics, Electronics and Computer-Aided Learning. Information Processing. Interviewees will carry a significant element of staff development.
Applicants should hold a degree or equivalent in the appropriate field, and have relevant industrial experience.
Salary scale: £12,519.00 - £13,938.00 (Bar), £14,758.00.
Application forms to be returned by 2nd May 1984, obtainable on receipt of a stamped, addressed foolscap envelope from the District Education Officer, Pontmorlais House, Merthyr Tydfil.

OGWR DISTRICT COUNCIL
BRIDGEND TECHNICAL COLLEGE
SENIOR LECTURER IN MECHANICAL ENGINEERING
Applications are invited from suitably qualified and experienced persons for the above post which will be responsible for woodworking, and engineering craft subjects. Teaching on Technician courses would be an advantage. Courses:
Salary scale: £7,215 - £11,568
DIVISION OF BUILDING AND CIVIL ENGINEERING
LECTURER IN CARPENTRY & JOINERY
Applicants should be suitably qualified for this post. The successful candidate will be responsible for teaching courses in carpentry and joinery to course organisation and teaching at Advanced and Craft Certificate level are essential. Ability to teach in machine woodworking, and an ability to assist in a wide range of Technician courses would be an advantage. Courses:
Salary scale: £7,215 - £11,568
DIVISION OF INFORMATION TECHNOLOGY
(4) LECTURER I IN COMPUTER STUDIES
Applicants should be able to teach computer studies and applications to a wide range of students from various disciplines. Experience in the application of computing in the practical design field, with particular reference to graphics and animation techniques will be a considerable advantage. It is expected that candidates will have an awareness of the equipment and software necessary to develop these areas of work.
Application forms and further particulars for these posts may be obtained upon receipt of an SAE) from the Principal, Ynysmaerdy College of Arts & Technology, Ynysmaerdy, Tonyrefail, Nr. Porth, CF39 8HA, to whom they should be returned not later than Friday, 27th April 1984. (9983) 220026

NORTH YORKSHIRE
COUNTY COUNCIL
SELBY TERTIARY COLLEGE
LECTURER GRADE I:
ECONOMICS
Further details see under Tertiary Colleges Section. (67085) 220026

NORFOLK

NORFOLK COLLEGE OF ARTS AND TECHNOLOGY

Required for 1st September 1984

BASIC SKILLS BRIDGING COURSE TUTOR

LECTURER GRADE I
Applications are invited from suitably qualified and experienced teachers to work as tutor to the above course. Experience of numeracy, literacy, and social skills teaching essential. Students with learning difficulties will be assisted.
Salary scale: £5,649 - £9,735 p.a. (Current Burnham Scale)

Application forms and details of post available from Chief Administrative Officer, Norfolk College, Tennyson Avenue, King's Lynn, Norfolk, on receipt of request with stamp. (67382) 220026

NORFOLK

NORWICH CITY COLLEGE OF FURTHER AND HIGHER EDUCATION
H.M. PRISON WAYLAND
REQUIRES EDUCATION OFFICERS (Lecturer Grade II)
Applications are invited from persons interested in the challenging task of providing an education service to adult offenders in a Category C training prison. Security custodial sentences.
Application forms and further particulars can be obtained by sending a large stamped addressed envelope to the Chief Administrative Officer, Norwich City College of Further & Higher Education, Ipswich Road, Norwich NR2 2LJ. Completed forms should be returned within 14 days of the appearance of this advertisement. (9981) 220026

NORFOLK

NORFOLK COLLEGE OF ARTS AND TECHNOLOGY

Required for 1st September 1984

BASIC SKILLS BRIDGING COURSE TUTOR

LECTURER GRADE I
Applications are invited from suitably qualified and experienced teachers to work as tutor to the above course. Experience of numeracy, literacy, and social skills teaching essential. Students with learning difficulties will be assisted.

Salary scale: £5,649 - £9,735 p.a. (Current Burnham Scale)

Application forms and details of post available from Chief Administrative Officer, Norfolk College, Tennyson Avenue, King's Lynn, Norfolk, on receipt of request with stamp. (67382) 220026

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
SCHOOL OF COMMUNITY STUDIES
(1) SENIOR LECTURER (MAB) IN EDUCATION FOR SPECIAL NEEDS.
Applicants should have appropriate qualifications and experience and the successful candidate will be responsible for the basic work in this area at the College and the development of additional work as required.
Salary scale: £10,683 - £13,443 (MAB) or £12,356).
(2) LECTURER II IN HAIRDRESSING.
Applicants should hold recognised professional qualifications, be available to commence on 1st September 1984, and recent experience in modern styling will be an advantage.
Salary scale: £5,649 - £9,735.
SCHOOL OF TECHNOLOGY - DIVISION OF BUILDING AND CIVIL ENGINEERING
LECTURER IN CARPENTRY & JOINERY
Applicants should be suitably qualified for this post. The successful candidate will be responsible for teaching courses in carpentry and joinery to course organisation and teaching at Advanced and Craft Certificate level are essential. Ability to assist in machine woodworking, and an ability to assist in a wide range of Technician courses would be an advantage. Courses will be on
Salary scale: £7,215 - £11,568
DIVISION OF INFORMATION TECHNOLOGY
(4) LECTURER I IN COMPUTER STUDIES.
Applicants should be able to teach computer studies and applications to a wide range of students from various disciplines. Experience in the application of computing in the practical design field, with particular reference to graphics and animation techniques will be a considerable advantage. It is expected that candidates will have an awareness of the equipment and software necessary to develop these areas of work.
Application forms and further particulars for these posts may be obtained upon receipt of an SAE) from the Principal, York College of Arts & Technology, Dringhouses, York YO2 2GA, to whom they should be returned not later than Friday, 27th April 1984. (9983) 220026

NORTH YORKSHIRE
COUNTY COUNCIL
SELBY TERTIARY COLLEGE
LECTURER GRADE I:
ECONOMICS
Further details see under Tertiary Colleges Section. (67085) 220026

SHEFFIELD

GRANVILLE COLLEGE
GRANVILLE COLLEGE
LECTURER GRADE I -
BAKERY
Required in the Department of Catering Technology. Applicants should have appropriate City and Guilds qualifications and sound technical experience and be in first class establishments.
Teaching experience desirable but not essential.
Salary Scale Lecturer Grade I £5,649 to £9,735 on the range £5,649 - £9,735.
Application forms and further particulars from the Chief Administrative Officer, (Cyclostop S.A.E.), Granville College, Sheffield S2 2RU. Tel: 0742 767771 Ext. 284. Completed forms should be returned within 10 days of the publication of this advertisement.
Sheffield City Council is an Equal Opportunities Employer. (67077) 220026

NORTHAMPTONSHIRE

THE WELLINGBOROUGH SCHOOL

Required for 1st September 1984

SENIOR LECTURER IN ELECTRONICS AND COMMUNICATION ENGINEERING.

Required to teach mainly in Electronics, but with knowledge of communications, microprocessors and microcomputers and their applications. He will be Head of the Electronics Section responsible for developing special and short courses and required to liaise closely with industry.

LECTURER II - SOCIAL AND CARING SKILLS (SOCIAL SERVICE WORK COURSES).

Applicants will be expected to teach and organise a range of Social Service courses in the Enfield, Edmonton and Tottenham area. Experience in social education and/or Social work training is essential with appropriate qualifications.

Application forms and further details from The Wellingborough School, Church Street, Wellingborough, Northants. Tel: 0933 224163.

Closing date 30th April 1984. (67073) 220026

OXFORDSHIRE

COUNTY COUNCIL
ABINGDON COLLEGE OF FURTHER EDUCATION
Northcourt Road, Abingdon OX14 1NN
Required from 1st September 1984 LECTURER GRADE I level of SEC Administration

SOUTHERN EXAMINING GROUP

16+ EXAMINATIONS RESEARCH PROJECT

Posts of

Research Officer and Research Assistant

Based at the Offices of The Associated Examining Board

Applications are invited for two fixed term posts in the Associated Examining Board's Research Unit. A Research Officer and a Research Assistant are required, to work on this major project studying the operation of examination papers targetted at different levels of difficulty. The main aim of the research is to identify successful procedures for the setting and grading of examinations in which such papers are used.

Applicants for the post of Research Officer should have either a higher degree or considerable experience in a field related to the measurement of human attributes such as educational achievement. For this post preference will be given to candidates with a proven ability to write for publication. Applicants for both posts should be graduates with a sound knowledge of the statistical methods commonly used in educational measurement, some familiarity with computing techniques and, preferably, experience of teaching and public examination procedures.

The project is jointly funded by the Secondary Examinations Council and the Southern Examining Group and is scheduled to run from June 1984 to the end of December 1987; both appointments are for the duration of the project. The salaries are aligned with the scales for academic University staff. The current Research Officer scale is £9,876 x nine annual increments to £14,125 per annum. The current Research Assistant scale is £6,830 rising by seven annual increments to £7,830 (bar), rising by five annual increments to £9,130 per annum. For both appointments, the starting point on the scale will depend on qualifications and experience.

The project will be based at the A.E.B.'s offices, currently in Aldershot. However, the Board is scheduled to move later in 1985 to purpose-built premises about ten miles away at Stag Hill in Guildford.

Further information, together with an application form, may be obtained from the Personnel Manager, The Associated Examining Board, Wellington House, Aldershot, Hampshire, GU11 1BQ, (Tel: Aldershot 26561), to whom completed forms of application must be returned within three weeks of the appearance of this advertisement.

Colleges and Departments of Art

Other Appointments

AVON COUNTY

COUNTY OF AVON

BATH COLLEGE OF HIGHER EDUCATION (incorporating BATH ACADEMY OF ART)

Following the merger of the above two colleges the Governors are now restructuring the college and offer appointments as Lecturer Grade II/Senior Lecturer in the following subjects from 1st September 1984.

Art in Primary Education, Fashion, Studies, Home Economics, Language in Education, English, Modern History, Physical Science.

Further details may be obtained from the Director, Bath College of Higher Education, Newton St. Loe, Bath, Avon BA2 9BN (Tel: Saltford 3701) to whom applications (no forms) should be returned by 30th April 1984. (67751)340026

BIRMINGHAM

THE UNIVERSITY OF ASTON IN BIRMINGHAM

DEPARTMENT OF MODERN LANGUAGES

LECTURER/SENIOR LECTURER IN GERMAN

Applications are invited for a Lectureship in Contemporary German History or Politics.

German at Aston combines the study of language with the study of political, economic and social developments in twentieth century Germany. All courses at undergraduate and postgraduate level are taught in the foreign language.

Candidates should combine a fluency in German with an expertise in West German politics or contemporary German history. The successful applicant will contribute to the undergraduate programme in further areas of expertise. He/she will also be expected to offer specialist options on the postgraduate course and supervise doctoral studies. An established research interest in history or politics of contemporary Germany is essential.

The appointment will be for a period of three years initially, with the possibility of renewal or subsequent transfer to a specialist open ended appointment. Initial salary will be within and up to the maximum of the scale £7,190 to £14,125 per annum.

Application forms and further particulars may be obtained from the Staff Officer (quoting Ref: 598/5), University of Aston in Birmingham, Gosta Green, Birmingham B4 7ET. (Tel: 021-359 3611 Ext. 4564). Closing date for the receipt of applications is 11th May 1984. (65947) 280006

OXFORDSHIRE

UNIVERSITY OF OXFORD DEPARTMENT OF EDUCATIONAL STUDIES

APPOINTMENT OF A TUTOR IN INFORMATION TECHNOLOGY

Applications are invited for the appointment, from the beginning of Michaelmas Term 1984, of a Tutor (Temporary) in Information Technology. The appointment, which will be on the scale for University Lecturers, will be for a period of three years in the first instance, with the possibility of renewal for a further period or periods not exceeding three years in all. The Tutor will be invited to participate in a scheme for the exchange of staffing resources between the Department and the Westminster College.

Further details may be obtained from The Administrator, Department of Educational Studies, 15 Norham Gardens, Oxford OX2 6PY. These further details will be dispatched on Tuesday 24th April and applications should be returned to The Director of the Department not later than Tuesday 8th MAY 1984. (67183) 280000

University Appointments

BIRMINGHAM

UNIVERSITY OF BIRMINGHAM

DEPARTMENT OF SPECIAL EDUCATION

Lecturer in Education in the education of visually handicapped children

Applications are invited for the above post tenable from September 1st 1984 or as soon as possible thereafter. Applicants should be qualified and experienced in the education of visually handicapped children. The person appointed will have a particular concern for the distance-taught-part-time course for the Diploma in Special Education: Visually Handicapped. The appointment will be on a three year renewable contract. Salary on scale £7,190 to £14,125 plus superannuation.

Further particulars from Assistant Registrar (Establishment), University of Birmingham, PO Box 363, Birmingham, B15 2TT, to whom applications (3 copies including the names and addresses of three referees) must be sent not later than 27th April, 1984. Please quote Ref. 07/R. (9882)

EAST ANGLIA

UNIVERSITY OF EAST ANGLIA Norwich

LECTURER (EARLY LANGUAGE DEVELOPMENT)

Applications are invited for this 'New Blood' post in the School of Education available from the Autumn Term 1984. The appointee will work in the field of Early Language Development (0-12), particularly in the field of writing. Salary on the scale £7,190 to £14,125 per annum (under review) plus USS benefits.

Applications (three copies) which should contain a full curriculum vitae, including exact date of birth, together with the names and addresses of three persons to whom reference may be made, should be lodged with the Establishment Officer, University of East Anglia, Norwich NR4 7TJ. (Tel: 0603 56161 Ext. 2181) from whom further particulars may be obtained, not later than 27 April 1984. No forms of application are issued. In naming three referees you are particularly requested to give only the names of those who can immediately be approached. (55934) 280000

BIRMINGHAM

THE UNIVERSITY OF ASTON IN BIRMINGHAM

DEPARTMENT OF MODERN LANGUAGES

LECTURER/SENIOR LECTURER IN GERMAN

Applications are invited for a Lectureship in Contemporary German History or Politics.

German at Aston combines the study of language with the study of political, economic and social developments in twentieth century Germany. All courses at undergraduate and postgraduate level are taught in the foreign language.

Candidates should combine a fluency in German with an expertise in West German politics or contemporary German history. The successful applicant will contribute to the undergraduate programme in further areas of expertise. He/she will also be expected to offer specialist options on the postgraduate course and supervise doctoral studies. An established research interest in history or politics of contemporary Germany is essential.

The appointment will be for a period of three years initially, with the possibility of renewal or subsequent transfer to a specialist open ended appointment. Initial salary will be within and up to the maximum of the scale £7,190 to £14,125 per annum.

Application forms and further particulars may be obtained from the Staff Officer (quoting Ref: 598/5), University of Aston in Birmingham, Gosta Green, Birmingham B4 7ET. (Tel: 021-359 3611 Ext. 4564). Closing date for the receipt of applications is 11th May 1984. (65947) 280006

Fellowships, Studentships and Research Awards

UNIVERSITY OF NEWCASTLE UPON TYNE

SCHOOLS FELLOWSHIP

Applications are invited from suitably experienced members of the teaching profession for the Schools Fellowship for the academic year 1984-85. The Fellowship is tenable in any Department or School of the University for one or more terms and provides the opportunity for the successful candidate to undertake study or research on topics of interest to the Fellow's school and the University.

Free board and lodging will be provided if the Fellow lives beyond daily travelling distance from the University. There is no stipend so a Fellow must obtain secondment with full salary from his/her employing Authority. The Fellowship may be regarded as 'poolable' by the DES.

Further particulars and application forms (which must be returned by 21 May 1984) may be obtained from the Registrar (Fellowship), The University, Newcastle upon Tyne NE1 7RU. (65939) 300000

Colleges of Higher Education

Other Appointments

BIRMINGHAM

WESTHILL COLLEGE Selly Oak, Birmingham B29 6LL

Principal: Alan G. Sanford, J.P., Hon.M.A., M.Ed., F.R.S.A.

TUTOR IN COMMUNITY AND YOUTH WORK

Applications are invited from suitably qualified and experienced candidates for this post to work with a team of tutors in the Community and Youth Work Department engaged in training students for Certificate, B.Ed. and Diploma qualifications in Community and Youth Work.

The person we are looking for should have knowledge and experience of working with ethnic minority groups, studied a social science of discipline and have training experience.

The appointment will be from 1st September 1984, at the Lecturer Scale on the Burnham FE Salary Scale.

Closing date for applications: 11th May 1984.

Provisional interview date: 1st June OR 11th June.

Further details of the post and mode of application may be obtained from the Principal. (67665) 340026

AVON COUNTY

COUNTY OF AVON

BATH COLLEGE OF HIGHER EDUCATION

Applications are invited for one one-year temporary appointments from 1st September 1984 as Lecturer Grade II in TEXTILE SCIENCE AND HOME ECONOMICS

Further details may be obtained from the Director, Bath College of Higher Education, Newton Park, Newton St. Loe, Bath, Avon BA2 9BN Tel: Saltford 3701 to whom applications (no forms) should be returned by 30th April 1984. (67350)340026

CHELTENHAM

THE COLLEGE OF ST. PAUL AND ST. MARY

Required in September 1984 by this Church of England College of 1200 students to contribute to work in initial in-service teacher education:

LECTURER IN MATHEMATICS/COMPUTING 1N

LECTURER IN PHYSICAL EDUCATION with particular reference to Dance and Gymnastics.

Appointments will be at Lecturer II level.

Further particulars and forms of application may be obtained from the Principal's Secretary, The College of St. Paul and St. Mary, The Park, Cheltenham GL50 2RH Tel: 01242 513536). Forms should be returned by 2 May 1984. (55681) 340026

WINCHESTER

KING ALFRED'S COLLEGE Winchester

Applications are invited from well-qualified graduates with appropriate and successful experience for the following posts from 1st September, 1984:

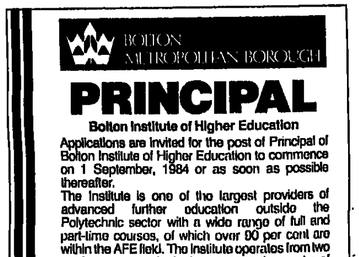
PRIMARY EDUCATION: EARLY YEARS.

PRIMARY EDUCATION: MIDDLE YEARS.

Appointments to these posts will be at Lecturer/Senior Lecturer level (£7,190 - £14,125 - under review) according to qualifications and experience.

Closing date for applications: 27th April, 1984.

For further details: The Principal, King Alfred's College, Winchester, SO22 4NR. (58455) 340026



PRINCIPAL

Bolton Institute of Higher Education

Applications are invited for the post of Principal of Bolton Institute of Higher Education to commence on 1 September, 1984 or as soon as possible thereafter.

The Institute is one of the largest providers of advanced further education outside the Polytechnic sector with a wide range of full and part-time courses, of which over 90 per cent are within the AFE field. The Institute operates from two modern purpose built sites near to the centre of Bolton.

Applicants should have extensive teaching and administrative experience at a senior level in addition to possessing managerial skills of a high order.

The Institute is currently in Group 9 (salary range £24,018 - 25,023).

Application forms and further details are obtainable from the Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW, quoting ref. Ad(JHP); telephone Bolton 22311 Ext. 567/523.

Closing date: 4 May, 1984

BOLTON INSTITUTE OF HIGHER EDUCATION

Adult Education

BERKSHIRE

COUNTY COUNCIL READING ADULT COLLEGE

Full-time Organiser/Tutor required for 1st September, 1984, to assist the Education Officer - HM Prison, Reading.

Lecturer I: £5,649 to £9,735.

Further particulars and an application form from the Principal, Reading Adult College, Wilson Road, Reading RG3 2RW, to whom the completed form should be returned by 27th April. Please provide a stamped addressed envelope. (67683) 380000

LEICESTERSHIRE

COUNTY COUNCIL

An Equal Opportunity Employer

HEIGHAM-ON-THE-HILL OF LONSDALE COMBINED PRIMARY SCHOOL AND COMMUNITY CENTRE

HEAD/WARDEN APPOINTMENT - GROUP 2

Please see Primary Headships. (67128) 380000

OPEN NEW DOORS for mentally handicapped people

ORGANISER OF VOLUNTEERS

£8,751 - £9,309

We are successfully recruiting volunteers to befriend mentally handicapped people in residential care and help them join in community activities. We need a sensitive, tactful and energetic person to develop this work. Includes guidance of voluntary family visitors.

Driving licence essential.

Application form and further information from: Barnet MENCAP, 39 Wood End, London NW4 4JX. Tel: 01-203 6688. (67856) 380000

Nene College Northampton

DEAN OF THE SCHOOL OF TECHNOLOGY

Re-Advertisement

Applications are invited for this key post, which becomes available from 1st September 1984 on the retirement of the present Dean, Mr A. Parthenis.

Nene College is a thriving establishment providing a wide range of further and higher education courses to a variety of catchments – local to international. The School of Technology has played an important part in the growth and successful diversification of the College.

The College now seeks to appoint a person capable of developing further the standing and importance of the School.

Applicants should possess a good honours degree in the fields of engineering or construction, together with appropriate membership of at least one chartered professional body. Proven administrative and leadership skills will also be decisive criteria for this Burnham Head of Department, Grade VI Post.

Potential applicants should telephone the Chief Administrative Officer at 0604 715000 for further details, on appearance of this advertisement. Previous applicants wishing to be reconsidered should notify the Deputy Director by letter as soon as possible. (9967)

Community Homes and Associated Institutes

Headships and Deputy Headships

DERBYSHIRE

STRETTON HOUSE High Stairs Lane, Stretton, Derbyshire DE5 4FD

NOR 40 (resident boys)

For September DEPUTY PRINCIPAL Group IV(a). Residential post.

Application forms and further details from the Principal (SAE please).

Derbyshire County Council is an equal opportunity employer. (55959) 400014

Assessment Centres

HAMPSHIRE

WORDSWORTH ASSESSMENT CENTRE & NURSERY Stratton Road, Shirley, Southampton

See under NURSERY - other appointments. (59668) 420000

Youth and Community Service

HERTFORDSHIRE

COUNTY COUNCIL YOUTH AND COMMUNITY SERVICE

JNC Range 3D £8,178 - £9,183 p.a.

Re-advertisement. Previous applicants need not re-apply

Youth and Community Worker is required to work in Letchworth with young people within the Asian communities. To make special provision to meet their needs particularly those of young people. This is a new post to work in a variety of settings in a supportive team environment.

Applicants should have relevant experience preferably including work with young people, must be able to speak Punjabi.

Full details and application form from: Head of Department, Youth and Community Work, North Herts College, Cambridge Road, Hitchin, Herts, SG4 0JD. Tel: Hitchin 3031 ext. 251.

Closing date: 27th April 1984. (67656) 440000

LONDON

Inner London Education Authority

ALDINGTON YOUTH AND SOCIAL CLUB

(INNS OF COURT UNION) 44/46 Drury Lane, Convent Garden, London WC2

Two Assistant full-time workers required to complete a team of three giving operating title, training and long established club currently engaged in developing opportunities to meet the present-day needs of its youth and junior membership.

Applicants should have experience of work with young people in an informal setting. JNC Salary and conditions. Qualified salary scale 3: £7,053 - £8,697. Unqualified: £5,646 - £6,876. Both scales include London allowance.

Appointment will be to the service of the Authority; with secondment to the Club.

Assistance may be given towards housecost removal expenses.

Details and forms returnable by 27th April 1984 from: Westminster Youth Office, 71 Westbourne Grove, W2 4UD (stamped addressed foolscap envelope).

WE ARE AN EQUAL OPPORTUNITIES EMPLOYER. (67910) 440000

BIRMINGHAM

WESTHILL COLLEGE Require Tutor in Community and Youth Work.

Please see main advertisement under Colleges of Higher Education. Other appointments. (67666) 440000

REDBRIDGE

LONDON BOROUGH OF REDBRIDGE

APPOINTMENT OF YOUTH TUTOR

OR

FULL-TIME WARDEN YOUTH

WOODFORD YOUTH CENTRE

WOODBRIDGE HIGH SCHOOL

St Barnabas Road, Woodford Green, Essex

RE-ADVERTISEMENT

Applications are invited from qualified teachers with suitable youth work experience for the above post which will be available from 1st May 1984. The Youth Tutor will undertake teaching duties within the school in addition to being responsible for the social and recreational activities for young people based at the Youth Centre.

Applications will be considered also, from qualified Youth and Community Workers whose duties will not include a teaching commitment within school. Salary for the post is:-

YOUTH TUTOR: Burnham Schools Scale 3, £7,359 - £10,467 plus £6415 London Weighting.

WARDEN: Burnham F.E. Lecturer I, £5,649 - £9,735 plus £645 London Weighting.

Application forms and further details are available from the Director of Educational Services, 255 High Road, Ilford, Essex IG1 1NN. Closing date 30th April 1984. (67665)

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL

MANOR HIGH SCHOOL

(11 - 18 Comprehensive)

Required as soon as possible

YOUTH TUTOR Burnham Scale 3 or

YOUTH & COMMUNITY WORKER JNC Scale 3 (JNC conditions in each case).

Application forms and further details available from and returnable to Director of Education, Education Dept., P.O. Box 42, West Bromwich, West Midlands B70 8SG. Closing date 4th May 1984.

Canvassing of members of the Authority will disqualify. An equal opportunity employer. (67878) 440000

WEST SUSSEX

SOUTHERN AREA YOUTH AND COMMUNITY SERVICES

Qualified Youth Worker required for the Isle of Wight Centre, Worthing. Salary JNC 3, (4 at 8) currently £8,178 - £9,183 and reviewed regularly.

Application forms and job particulars from the Area Education Officer, 15 Mill Road, Worthing, on receipt of s.a.e.s.

To discuss telephone Bob Reid (0903-502500 Ext. 2181).

Closing date - 14 days from advertisement. (67285) 440000

Humberside County Council
Hull College of Further Education
Principal: A. Tuck, B.Sc., C.Eng., M.I.E.E., M.I.E.R.E., F.R.S.A

H.M. YOUTH CUSTODY CENTRE, EVERTHORPE

A Joint Home Office/Further Education Unit Research Project

Project Officer

"A Joint Home Office/Further Education Unit Research Project".

Applications are invited from suitably qualified and experienced people with a background in Training in Further Education, Industry or Prisons for the post of Project Officer.

To supervise, monitor and evaluate a Youth Training project at H.M. Youth Custody Centre, Everthorpe. The successful candidate will be required to establish the research structure of the project and, on completion, report for FEU publication after a 12 month project based on the current City & Guilds 365 Certificate and development into CPVE framework.

The post will be for a period of 18 months, tenable from 1 September 1984.

Salary: £10,261 per annum plus 17% allowance for extended working year. Annual leave of 6 weeks plus Public Holidays.

Secondment from existing post will be considered subject to agreement.

Application forms and further particulars can be obtained from the Administrative Officer (Personnel), Hull College of Further Education, Queen's Gardens, Hull, HU1 3DG. Telephone (0482) 28943 (Ext. 236). Closing date: 4 May 1984.

All applicants are considered on the basis of their suitability for the job irrespective of disablement, race, creed, sex or marital status. Candidates whose applications have the written support of their D.R.O. will be guaranteed an interview.

(9922)

hcfe

An Immediate vacancy exists for a

METHODIST YOUTH OFFICER

To serve in the London District's Region team. We are looking for a creative person with a Christian Commitment, trained in Youth Work or Work with Children, and with experience or working with adults.

Salary: Soulbury Scale for Youth and Community Service Officers, Main Range, Points 2 to 6.

Details: Mr David M. Dalziel
The Methodist Church Division of Education and Youth
2 Chester House, Pages Lane, Muswell Hill, London N10 1PR.

Closing date: 2nd May 1984.

(9926)

UNIVERSITY OF SOUTHAMPTON

Department of Education Health Education Unit

Health Education Council Project
Health Education in the Primary School

DEPUTY DIRECTOR RESEARCH FELLOW

Both posts will be for a three year period in the first instance, commencing September, 1984.
Applicants should have experience in primary school work, health education and curriculum development.

Salary range: Deputy Director: £10,710 to £14,125 per annum. Starting salary will be within range £10,710 to £11,615 per annum.
Research Fellow: £7,190 to £11,615 per annum. Starting salary will be within range £7,190 to £10,250 per annum.

Further details may be obtained from Mrs. E. C. P. Sears, Staffing Department, University of Southampton, Highfield, Southampton SO9 5NH., to whom applications (3 copies including the names and addresses of three referees) must be sent not later than 27th April, 1984. Please quote Ref. 07/R. (9882)

University of Tunis

invites applications for 20 posts of

ASSISTANT MAITRES ASSISTANT MAITRE DE CONFERENCES IN ENGLISH

Specialities

British Social Studies, Literature, Applied Linguistics, ESP, Language.

Qualifications

PhD, Postgraduate MA or equivalent (University teaching experience required)

Salary

Base of Scale: 8,880 to 7,700 Tunisian Dinars (£1 = 1.20 Dinars)

Two year contract. Return passage for teacher and family, baggage allowance (arrival 80 kg, departure 100 kg)

Interviews for short-listed candidates in London May 9th to May 13th 1984.

Applications (with copies of Diploma and three letters of recommendation and a photograph) to be sent to:

Tunisian Embassy
29 Princes Gate, London SW7. (9886)

Athrofa Gogledd-dd Cymru
The North E Wales Institute
of higher education

DEESIDE, CLWYD
SCHOOL OF MANAGEMENT, BUSINESS & TRADE UNION STUDIES

LECTURER II in LAW
(£7,218-£11,568)

To lecture on a wide range of courses but substantially on courses for Higher National Awards in Business Studies. Subject areas will primarily be Business, Commercial, Company and Labour Law plus knowledge of the English legal system.

Candidates should either be lawyers or have a good law degree. Candidates who also have commercial experience and an appropriate commercial qualification (e.g. ACIS) and are thus able to offer economics and/or accountancy as a second subject area would be regarded as ideal.

Further details and application forms from the Registrar, The North East Wales Institute of Higher Education, Deeside, Clwyd, CH5 4BR. Telephone: Deeside (02441) 817631, Ext. 254. Closing date for receipt of applications 27th April 1984. (9941)

BUCKINGHAMSHIRE COLLEGE OF HIGHER EDUCATION

Queen Alexandra Road, High Wycombe, Bucks. HP11 2JZ

Director: Mr D. J. Everett BA, FFTCom

COMPUTER CENTRE

Lecturer II – Computing

An experienced specialist teacher in Computing or in a Computer related area is required to be responsible for:

(I) a Software Service

(II) the introduction and progression of a Staff Development programme.

The Centre provides support for several high level languages and packages on an ICL ME29 and a range of micro-computers. Experience in a similar environment preferred.

Salary scale: Lecturer II – £7,215–£11,568

Removal and lodging allowance available in appropriate circumstances.

Further information and application form obtainable from Assistant Director. Please enclose s.a.e. (9928)

STRANMILLIS COLLEGE BELFAST

Stranmillis College provides B.Ed General, B.Ed Honours and PGCE courses of initial training, of the Queen's University, for the 3 to 13 age range and in certain secondary subjects; also in-service courses for teachers. The College is non-denominational: there is no religious test.
The College is pleasantly situated in an attractive wooded estate of some 46 acres in a quiet residential neighbourhood to the south of the city centre.

SENIOR LECTURER In, *or* SENIOR LECTURER In charge of, DRAMA

Applications are invited for appointment to either of the above posts from September 1, 1984. Good qualifications together with teaching and practical experience in the subject are essential. Ability to contribute to the teaching in English would be an advantage.
Salary Scale (subject to review from April): £10,683–£13,443 with appropriate placing.
Assistance with removal expenses from outside Northern Ireland.
Further information about the College and the appointment, and a form of application, may be obtained from The Secretary, Stranmillis College, Belfast BT9 5DY. Applications should be received not later than May 4. (9819)

EDUCATION DEPARTMENT

Out-of-Work Centre, Sebert Road, Forest Gate, London E7.

Applications are invited from qualified Youth and Community workers or teachers with relevant experience for the post of

Assistant Project Leader

Salary Scale JNC 3 points 1-5 £7,485-£8,415 plus London Weighting Allowance of £987 p.a.

The above project is sponsored jointly by the London Borough of Newham and the Newham Community Renewal Programme and is an informal Day Centre for the young unemployed. The Centre provides for the needs of young people over the age of 16 years including:— Recreation, Counselling, Literacy and Numeracy and Work Experience.

The Assistant Project Leader will have responsibility for developing certain parts of the Centre's function under the guidance of the Project Leader, and in particular literacy and numeracy, in addition to providing assistance across the whole range of the Centre's activities. Experience of working with the Afro-Caribbean Community would be very advantageous.

Further details and application forms are available from The Director of Education, 379-383 High Street, Stratford, E15 4RD. Completed application forms should be returned by 27th April 1984.

LONDON BOROUGH OF NEWHAM (9944)

Key English Language Teaching Scheme

THE BRITISH COUNCIL

The KELT Scheme is part of Britain's Aid programme to developing countries overseas. Applications are invited for the following posts:

Egypt

1. Adviser in ESP Unit, University of Alexandria

Duties: To supervise ongoing ESP courses for postgraduate students in the Faculties of Medicine, Dentistry and Pharmacy, to supervise and upgrade undergraduate programmes in the same faculties, to be responsible for all diagnostic and achievement English language examinations at the postgraduate level and to supervise examinations at the undergraduate level; to liaise with other KELT ESP Advisers in other faculties and to assist in supervising their tests; to advise on the selection of teaching materials, to evaluate current materials and to write materials where printed materials are unsuitable; to train a counterpart; to teach on the postgraduate diploma in Applied Linguistics and with other KELT colleagues to advise other universities on establishing ESP centres

Special Qualifications: MA in Applied Linguistics, plus minimum of 5 years' overseas experience including ESP teaching at university level. Knowledge of Arabic an advantage.

Salary: £11,081-£16,311 per annum.

Overseas allowances: Nil to £1,297 depending on salary level and marital status.

Reference: 84 K 9 T.

2. Consultant (Universities) Centre for Developing English Language Teaching (CDELT), Ain Shams University

Duties: As part of a team of 7 KELT officers to implement the curriculum outreach project for pre-service training in connection with the Universities of the Delta region, and in cooperation with Egyptian colleagues to oversee the curriculum materials already in use in the first and second year programmes, to advise on the development of the third and fourth year courses, to conduct informal (workshop) training of local staff and to assist in whatever additional duties the CDELT team leader deems necessary, eg research, conferences and other team activities.

Special qualifications: MA in Applied Linguistics and 10 years' experience of teaching at university level, at least partly overseas, including testing and teacher training. A willingness to travel outside Cairo is essential. A knowledge of Arabic an advantage.

Salary: £11,081-£16,311 per annum.

Overseas allowances: Nil to £1,297 depending on salary level and marital status.

Reference: 84 K 10 T.

3. Consultant (Postgraduate Training) Centre for Developing English Language teacher (CDELT), Ain Shams University

Duties: As part of above team to be responsible, with Egyptian colleagues, for planning, coordinating and teaching within an advanced graduate teacher trainers and supervisors, on ongoing, professional diploma programme working closely with Egyptian authorities to reinstitute an MA in TEFL, to supervise and counsel postgraduate students, to produce relevant materials and to assist in whatever other duties the team leader considers necessary eg research, seminars and conferences.

Special qualifications: MA in Applied Linguistics. A minimum of 5 years' experience in teacher training at university level and in supervising research are essential. An interest in teacher evaluation and counselling desirable, Knowledge of Arabic an advantage.

Salary: £11,081-£16,311 per annum.

Overseas allowances: Nil to £1,297 depending on salary level and marital status.

Reference: 84 K 11 T.

Mauritius

Specialist in ELT, Institute of Education

Duties: To conduct courses, seminars and workshops for pre-service and in-service courses up to the level of the postgraduate certificate in education and to assist local staff in imparting skills and innovative approaches to the teaching of English, particularly at the primary level; to undertake studies aimed at improving curricula and teaching methods; to plan and develop new instructional materials and aids for classroom teaching, to conduct and supervise the trialling of new curricula in English as planned by the Institute, to advise on equipment and materials and to carry out any other related duties as may be assigned by the director of the Institute.

Tanzania

Senior Lecturer/Reader, Communication Skills Unit, University of Dar-es-Salaam

Duties: As senior member of team of 3 KELTs to teach communication skills in English to undergraduate first year students, to assist in teaching at postgraduate level, to prepare teaching and learning materials, to coordinate courses within the Faculty of Arts and Social Sciences and to undertake administrative duties as assigned in the department

Special Qualifications: MA in Applied Linguistics, plus 5 years' experience including teaching at university level, publication of 4 papers in Applied Linguistics to an internationally accepted standard. Specialisation in evaluation/testing procedures desirable.

Salary: £11,081-£16,311 per annum.

Overseas allowances: £286-£6,857 depending on salary level and marital status.

Reference: 84 K 13 T.

Turkey

1. Adviser to the Testing Bureau, Foreign Languages School, Bogazici University, Istanbul

Duties: To continue to develop and validate the established proficiency test; to improve achievement testing; to train staff in testing methods; to expand the activities of the testing bureau; to promote testing in other tertiary level institutions throughout Turkey through seminars etc.

Special Qualifications: MA in Applied Linguistics; at least 5 years' teaching experience including university and overseas experience and 2 years' arranging, moderating and evaluating ELT tests is essential. Experience in writing and evaluation of standardised proficiency tests is desirable.

Salary: £11,081-£16,311 per annum.

Overseas Allowances: Nil-£612 per annum depending upon salary level and marital status.

Reference: 84 K 7 T.

2. Adviser in In-Service Teacher Training, Foreign Languages School, Bogazici University, Istanbul

Duties: To develop methodologies suited to the needs of the Foreign Languages School and to establish a programme of in-service training; to train existing teachers in relevant methodology, syllabus design and materials development; to train a counterpart.

Special Qualifications: MA in Applied Linguistics, plus at least 5 years' experience including teacher training, and work on ESP/EAP programmes preferably at tertiary level essential.

Salary: £9,716-£11,886 per annum.

Overseas Allowances: Nil-£883 per annum depending on salary level and marital status.

Reference: 84 K 8 T.

General Qualifications: Essential for all KELT posts: Degree or equivalent; teaching qualification including TEFL or educational qualification plus postgraduate qualification in TEFL or Applied Linguistics; 3-5 years teaching experience, including at least 2 years' TEFL overseas. All candidates must be UK citizens, preferably aged 30-50, with a British educational background.

Benefits: Salary free of UK income tax; variable overseas allowance; free family passages; children's education allowance and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; paid leave; employer's contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.

Contracts: will be for 2 years initially with the British Council.

Closing date for applications: 30 April 1984.

Interviews May/June 1984 for appointment in September 1984 or earlier.

SEE THE BRITISH COUNCIL

For further details and an application form please write, quoting the post reference number to: KELT Section, Overseas Educational Appointments Department, The British Council, 80-81 Tottenham Court Road, London W1P 0DT. (8612)

Overseas Appointments

NEW ZEALAND

P.E. man seeking 12 month exchange in Wellington with U.K. secondary school. For details ring 01-690 2081. (58812) 460000

CANARY ISLANDS

Enthusiastic and dedicated reception/middle infant class teacher with at least 3 years experience required to work in expanding infant department. Ability to play the piano an advantage. Write sending brief details to: Headmaster, British Vice-Consul School, Parque Taoro, Puerto de la Cruz, Tenerife, Canary Islands. (67067) 460000

CYPRUS

TEACH IN CYPRUS THE MIDDLE EAST AND NORTH AFRICA

Many hundreds of teachers for all subjects and grades will be required from primary to university levels for this and the next academic year. Good pay, no tax, warm climate and good employment conditions.

For details of how to contact employers and cost, please send one pound.

Epic, P O Box 3711, Nicosia, Cyprus. (64757) 460000

Secondary School Teachers

Zambia

Zambia Consolidated Copper Mines Limited is expanding its secondary schools. The pupils are predominantly Zambian but with a strong multi-national leavening and the medium of instruction is English.

A normal junior secondary course will be followed to Form III, then at senior secondary level, courses lead to GCE 'O' levels, and in the VIth forms, to GCE 'A' levels. Throughout the school there is a strong bias towards mathematics, sciences and technical subjects.

Teachers, preferably with experience of teaching in independent schools, particularly in Africa in any of the following subjects either singly or in combination, are required:—

English, Mathematics, Computer Science, Physics, Chemistry, Biology, General Science, History/Civics and Industrial Arts.

Applicants must be willing to share in extra-curricular activities, and be prepared to take up an initial two-year contract in either September 1984 or January 1985. Salaries are competitive with about 60% paid free of Zambian tax in Britain.

Letters of application, including a full CV and the names of three referees, should be submitted to:—

The General Manager,
Zambia Appointments Limited,
Zimco House,
16-28, Tabernacle Street,
London EC2A 4BN.

ZAMBIA APPOINTMENTS LIMITED

MINISTRY OF DEFENCE SERVICE CHILDREN'S EDUCATION AUTHORITY

Vacancies for September 1984 West Germany and Hong Kong

Applications are invited for the following posts which will be vacant for September. Teachers appointed to Service Children's Schools which are designed to match the best of LEA provision in this country, must be fully qualified and have completed at least two years well attested experience in a school in the UK and in a post similar to that applied for.

S1 ENGLISH Scale 1

Three graduate teachers are required to take English to 'A' level, two in Kent School, Hostert (Secondary Comprehensive Group 12) and one in Kings School, Gutersloh (Group 11), both in West Germany. The successful applicants will have well attested and successful experience of teaching 'A' level students as well as interest across the age and ability range of these 11-18 years schools.

S2 SECRETARIAL STUDIES Scale 1

Vacancies exist for teachers in Kings School (Group 11), Gutersloh and Havel School (Group 8) in Berlin. The aspects of teaching required are typing, audio typing, office practice, accounting and with shorthand an advantage. GCE, RSA and City & Guilds courses are undertaken.

S2 SENIOR RESIDENT HOUSEMASTER Scale 1

This post is to be filled in Deel House, Kent School, Hostert, W. Germany. The successful applicant will be responsible for overseeing and co-ordinating the work of a team of three assistant residents and eight visiting tutors, who together have responsibility for the welfare and social development of some 100 boys. The post therefore represents a valuable professional experience in the pastoral field. Boarding experience as a Resident or Visiting Tutor is highly desirable.

Accommodation is provided in a House at the rear of Deel House and a non-superannuable Senior Resident's Allowance is payable.

S4 MUSIC TEACHER Scale 2

St. Georges School (Secondary Comprehensive Group 9), Kowloon, Hong Kong. An experienced teacher to take charge of Music in the School. At present the music timetable is covered by one teacher but it is possible that further teacher time will be allocated if the subject were to show appropriate development. Currently, the major commitment is to Years 1 and 3 with little or no examination work in Years 4, 5 and 6. Recent emphasis has been on creative music and there have been good developments in instrumental work. The person appointed would be expected to continue along these lines and to extend the influence of the subject into the upper part of the School. The services of peripatetic teachers of woodwind, brass and piano are available.

Conditions of Service

Salary is in accordance with the current Burnham scales plus a London Allowance of £867 pa.
Superannuation — normal rights are safeguarded.
Foreign Service Allowance — a tax free allowance is payable.
Accommodation is provided rent free.
Duration of Engagement — initial engagement is for three years.
Teachers do not serve in Service Children's School abroad after the age of 50, and therefore, applicant should be under 47 years at the commencement of the engagement.
All applicants should be resident in the United Kingdom.
The closing date for receipt of applications for guaranteed consideration is Wednesday 25th April. Interviews will be held in London during the first/second week of May. Invitations to attend will probably be given by phone.
Requests for application forms should be made on a postcard or by telephone, quoting the appropriate reference, before 4.30 pm to:
Service Children's Education Authority MOD/5/81
Teacher Appointments Section
HQ DAEd Court Road, Eltham, London SE9 5NR
Telephone: 01-859 2112 Ext 206 or 224

SCEA

You'll learn as much as you teach in the Third World.

Experienced teachers of English/Modern Languages/TEFL/TESL are urgently needed to work as in-service teacher trainers in Egypt and the Sudan. Other posts are available in secondary and tertiary institutions in many developing countries for teachers of Maths, Science, English Language, Secretarial Skills and Business Subjects and specialist teachers of the handicapped.

As a VSO volunteer you'll find the work demanding and your values will be challenged. But you will play a part in helping a community develop.

Candidates should be aged between 20 and 65, without dependants and prepared to work overseas for two years on a small allowance based on local rates of pay.

For full information, complete the coupon below.

I am interested in volunteering. Please send me details.
My qualifications/experience are:

Name
Address

TES/E/6

To: Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8PW (SAE appreciated). Charity No 313757

VSO is working overseas

ALEXANDRIA, EGYPT

Head of Department

A Senior Teacher of English Language is required as Head of Department at Victory College, a large, semi-autonomous, English medium school working to an academic syllabus equivalent to GCE 'O' and 'A' levels. The large department includes two experienced teachers and five junior teachers all of whom are British graduates recruited on behalf of the Alexandria Schools Trust, a UK based charity. There is also a large well-qualified Egyptian staff in the department. The person appointed will have a small class-teaching role and will act as a supervisor and a teacher trainer concerned with the in-service training of British and Egyptian teachers. He/she should have at least five years' overseas experience with TEFL or TESL qualifications, preferably with a master's degree or equivalent and some teacher training experience. Salary by negotiation according to age and experience, in addition to a local salary paid by the school.

For further details and an application form please write to:
The Director, World-wide Education Service
Strode House, 44–50 Osnaburgh Street
London NW1 3NN.

Application forms to be returned as soon as possible.

(9963)

HELIOPOLIS INTERNATIONAL SCHOOL, CAIRO, EGYPT

HEADTEACHER

Applications from single men or women with relevant experience, for September 1984, for this Group II primary school for mainly expatriate pupils, are invited by 7 May 1984.

Duties include full-time class teaching, curriculum development, stock purchasing, timetabling, etc.

Benefits: two year renewable contract, free furnished accommodation, annual UK leave, generous tax-free salary, car, medical coverage.

Please send full cv, plus names of two referees, to:

The Principal
Heliopolis International School
33 Beirut Street, Heliopolis
Cairo, Egypt

OVERSEAS continued

BRUNEI

INTERNATIONAL SCHOOL (P) Ltd
Bandar Seri Begawan, Brunei

PRINCIPAL

Applications are invited for the position of PRINCIPAL of the international School (B) Ltd. for January 1985, or earlier.

This multi-racial, English medium primary school has 350 pupils aged 5 - 12 years and it follows a British curriculum adapted to suit the International Community.

Candidates should possess substantial and relevant experience and be agreeable to a period of service of at least 3 years.

Applications should be sent to the Principal, International School, P.O. Box 1187, Bandar Seri Begawan, Negara Brunei Darussalam, before the end of April 1984, and should include the names and addresses of two referees, a C.V. and a recent passport size photograph.

Tax-free salary will commence at $$8,000 per month.

Only dejected for candidates will receive further communication from the school. (67379) 460000

EGYPT

ALEXANDRIA
Egypt

ENGLISH TEACHERS

Young graduates wishing to gain experience in TEFL are invited to apply for posts as junior teachers of English at Victory College, El Nasr Girls' College and Pharaonic School, Alexandria. These posts are on a voluntary basis and carry a local salary of £E260 per month with a small installation grant and a terminal bonus after a 2 year contract.

For further details and an application form please write to: The Director, World-Wide Education Service, Strode House, 44-50 Osnaburgh Street, London NW1 3NN.

Applications close on March 15th 1984. (67836) 460000

EGYPT

ALEXANDRIA
Egypt

EL NASR GIRLS' COLLEGE

El Nasr Girls' College, a large semi-autonomous English medium school requires for September:

1. A graduate teacher of English for pupils between 11 and 18.

2. A trained teacher to teach in the Junior School ages 7 to 11.

Some experience is desirable for both posts. Salary according to experience but not less than £3,475 in sterling plus a local salary of approximately £E9000. The 2 year contract is renewable.

For further details and an application form please write to: The Director, World-Wide Education Service, Strode House, 45-50 Osnaburgh Street, London NW1 3NN.

Applications close on May 4th 1984. (67837) 460000

FINLAND

Required by the English Club of Espoo a Teacher for the English Kindergarten, September 1984 - May 1985. Possibility for renewal of contract thereafter. Two - three hours sessions daily with 20 children aged 4 - 6 years in each group. Bi-Lingual Assistant provided. Salary approx. 3000 Finnmarks per month, assistance in travel expenses and accommodation will be provided.

Please send the applications with full curriculum vitae and recent photograph to Mrs. Kirsti Kuusisaari, Espoonpraksatu 6 A 4, 02400 Kamiinn, Finland. (67180) 460000

GERMANY

THE FRANKFURT INTERNATIONAL SCHOOL

Applications are invited for the position of General Science and Chemistry teacher for the High School. The post is to teach Chemistry to the higher levels of the International Baccalaureate and General Science.

The Frankfurt International School is a Kindergarten-Grade 12 school ages 3 - 18) of 1050 students of 45 different nationalities, serving the International Community of Frankfurt/Main. The curriculum blends American and British influences.

Initial contracts will be for 2 years with possibility of a prolongation. Additional information will be forwarded to short-listed applicants.

Applicants should write, including telephone code and number, to the Headmaster, The Frankfurt International School, An Der Waldlust 3-5, 6370 Oberursel, Federal Republic of Germany. (55657) 460000

GERMANY

M.A., British, qualified teacher of German and English language and literature (German university degrees), experienced in T.E.F.L., adult education (9 yr.) and in curriculum research. A colleague is sought both in the U.K. and in Germany. Write to: Mrs. Simpson, Jean-Paul-Weg 6, D 2000 Hh 63, FR Germany. (67173) 460000

GREECE

Female E.F.L. teacher required. One year renewable contract. Excellent school. Free board and lodging. Start August. Enclose CV, two testimonials and telephone number if available. Reply to: Miss Aemilia Eliopoulou, Spetsergoulou 1, Kypseli - Athens, Greece. (64443) 460000

GREECE

ATHENS

English Nursery School requires teacher for infants. No less than two years experience in Reception.

Please write to: Mrs Craddock, 10 Leviathou Street, Kastri, Athens, Greece. (52400) 460000

ITALY

ARE YOU LOOKING FOR A PUBLISHER?

Penton is looking for short stories, humorous sketches, light articles and essays for publication abroad. The aim is to reach a wide range of foreign students who need new material which is lively, stimulating and imaginative.

For further information, please write to: Penton, Via Ludovico Ariosto, 3, 20145 Milano, Italy. (58653) 460000

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For further information, please write to: Penton, Via Ludovico Ariosto, 3, 20145 Milano, Italy. (58653) 460000

MEXICO

THE ANGLO MEXICAN INSTITUTE

Mexico City, Guadalajara, Monterrey, Puebla

Requires seven EFL teachers for September 1984. Two year contracts, return airfares, resettlement allowances, pension and medical schemes etc. Net salaries around one million pesos per annum (approx. £50 pases on 31.3.84).

Applications are invited (in duplicate) from EFL teachers with at least two full years' varied experience and a postgraduate or RSA D.T.E.F.L. qualification in the field.

Please send to IAMC c/o 13 Raby Place, Bath BA2 4EH (including C.V.'s, names of referees, and recent photo) by 28th April, 1984. (67366) 460000

THE BRITISH COUNCIL

Posts Overseas

Brazil

Teacher of English as a Foreign Language with Drama Sociedade Brasileira de Cultura Inglesa, Sao Paulo

Duties: To teach EFL at all levels initially up to a maximum of 12 hours per week, but principally to advise on the use of drama in English Language Teaching by organising in-service seminars on drama in ELT, by suggesting how drama activities can be used in conjunction with ELT textbooks and advising on methodology texts and drama supplementary materials. The teacher will also be asked to assist with oral expression in drama competitions and activities.

Essential Qualifications: Candidates should be single, aged 25-40 with a degree (preferably in English, Modern Languages or Linguistics), postgraduate TEFL qualification and a minimum of 3 years' TEFL experience overseas, including experience of the use of drama in TEFL.

Salary: Cr.3,762,287.00-Cr.4948,000.00 per month (£1=Cr.81,987.00 approx.) A salary increase is imminent.

Benefits: Thirteenth month' salary; airfares; settling-in allowance, annual taxable bonus equivalent to approx. £1000; medical scheme; baggage allowance.

Contract: 2 years contract with SBCI, renewable by mutual agreement, commencing 1 June or as soon as possible thereafter.

Reference: 84 D 22 T.

Chile

Director Instituto Chileno Britanico de Cultura, Concepcion

Duties: To manage the institute and its teaching operation including teaching from 4-10 periods of general EFL per week to all ages and at all levels to Cambridge Proficiency plus some ESP. Other duties will include advertising and marketing; policy making; timetabling; organisation of the syllabus, book ordering; some teacher training and the organisation of cultural events.

Qualifications: Candidates should be between the age of 30 and 45 with a degree; a postgraduate ELT qualification and 4-5 years' ELT experience, 1-2 years of which should have been in a position of responsibility. An MA in Applied Linguistics; experience in ESP/ESG; financial management experience and some Spanish are desirable.

Salary: £8,376-£9,295 per annum.

Benefits: Overseas allowances, furnished accommodation, fares to post, medical scheme, baggage allowance and 42 days' leave per annum.

Contract: 2 year contract with the British Council commencing early in August 1984.

Reference: 84 D 24 T.

Poland

Director of Studies (2)

Post 1: English Language Studium, University of Gdansk

Post 2: English Language Centre for Academic Staff (Studium) Jagiellonian University, Krakow

Duties: Responsibility for the day to day direction of the studium, supervision and training of staff, some class teaching, organisation of Cambridge FCE and CPE examinations, development of resources.

Qualifications: Candidates should be British nationals preferably aged 28-40 with a degree, PGCE in TEFL or RSA diploma, five years' teaching experience (at least 3 overseas). Teacher training experience desirable.

Salary: £9,716-£11,886 p.a.

Benefits: Fares and baggage allowance; overseas allowance according to marital status/salary level; child education allowance; free furnished accommodation; medical scheme, paid leave and superannuation contribution.

Contract: Two years, renewable, commencing September 1984.

Reference: 84 B 59-60 T.

Italy

Teachers (8) of English as a Foreign Language The British Council, Milan and Naples

Duties: To teach EFL at all levels for up to 22 classes hours per week; to assist in preparation and programming of courses and course materials; to assist in administrative duties.

Qualifications: A first degree or teacher's certificate; RSA or PGCE TEFL; 2 years' experience. Single candidates preferred.

Salary: £6,300-£8,466 pa plus local allowance which varies according to exchange rate (currently Milan £676, Naples £376 pa).

Benefits: Airfares and baggage allowance; medical insurance; 46 working days' leave plus public holidays.

Contract: A two year London contract, renewable by mutual agreement, starting 3 September. The Selection Board will be held early in June.

Reference: 84 D 40-47 T.

Lesotho

Post 1: Head of English
Post 2: Teacher of English
Post 3: Teacher of Mathematics
Post 4: Teacher of Physical Education
Machabeng High School, Maseru

Duties: To teach their respective subjects in this International English-medium day school.

Qualifications: For all posts candidates must be qualified teachers with a degree, PGCE and at least 2 years' teaching experience. For posts 1 and 2 the degree should be English and an EFL or ESL qualification is desirable; age range 28 to 38 years. For posts 3 and 4, age range 24 to 30 years. Candidates should be single or married teaching couples.

Salary: M9,480-M9,618 per annum, entry point according to qualifications and experience. (£1 = M1.78 approximately).

Benefits: Tax-free supplementary allowance in the range M6,600 to M10,230; tax-free terminal gratuity at 25% of basic salary after 2 years' service; air fares and baggage allowance for candidate and dependent family; subsidised furnished housing and subsidised medical insurance scheme.

Contract: 2 year local contract, renewable, guaranteed by the British Council, commencing August 1984.

Completed application forms should be received not later than 28 April 1984.

Reference: 84 A 43-48 T.

United Arab Emirates

Headmistress Rashid School for Girls, Dubai

The School provides a British-style education up to GCE 'O' level for Arab and non-Arab girls. It is intended that this will be extended to 'A' level.

Duties: To be responsible for the day-to-day running of the School.

Qualifications: Candidates should be single females, UK citizens with a British educational background, preferably aged 35-50, and hold a current driving licence. They should have a good honours degree or MA plus a teaching qualification and proven administrative ability as a Head or Deputy Head. Experience in an Arab or Moslem society useful and conversational fluency in Arabic an advantage.

Salary: Between £20,000 and £25,000 per annum on appointment, tax-free paid in local currency.

Benefits: Free furnished accommodation, medical expenses, car, terminal gratuity, annual passage-paid leave, baggage allowance.

Contract: 2 or 3 year local contract, renewable, guaranteed by the British Council, commencing August 1984.

Closing date for applications: 30 April 1984.

Reference: 84 A 42 T.

SEE THE BRITISH COUNCIL

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 80-81 Tottenham Court Road, London W1P 0DT. (8653)

OVERSEAS continued

SPAIN

Applications are invited for the following positions for September in a small, select, English-speaking pupils. Minimum contract 2 years. Interviews will be held in London in May.
1. JUNIOR SCHOOL Teacher - 9/10 year olds. (Music or boys' games an advantage).
2. CHEMISTRY Teacher to prepare pupils for O and A levels of the GCE.
All applicants should be suitably qualified and have at least two years' teaching experience.
Applications, with photograph, telephone number, names of two references and full details of background and experience to: Headmaster, Kensington School, Carretera de Esplugas 86 bis, (Pedralbes), Barcelona 34, Spain. (58016) 460000

SPAIN

Male TEACHERS OF ENGLISH required for language school. To commence mid-September.
For further details contact Miss J. Hughes, 36 Cheyne Field Rd., London W4. Tel: 01-995 3966. (53875) 460000

PORTUGAL

THE OPORTO BRITISH SCHOOL
Requires for September
JUNIOR TEACHERS with some skill on the guitar.
A teacher of HISTORY to ages of 9 years to Common Entrance and 'O' Level. Also include some middle school GEOGRAPHY. A teacher of MUSIC, ART and DRAMA to ages of 5 to 13 years. Contracts for two years, renewable. Knowledge of Portuguese unnecessary. Return Air fares and UK Superannuation contribution paid. Assistance with furnished accommodation and medical insurance.
Interested candidates should write, enclosing curriculum vitae, telephone No. and recent photograph and names of three referees to the Headmaster, Oporto British School, Rua da Cerca 336, 4100 Porto, Portugal. (52916) 460000

SWITZERLAND

A small international school with english and french section situated near Montreux, in mountain ski resort is looking for:
A- a teachor preferably experienced with lower juniors and recently. Overseas experience also desirable.
B- a teacher, preferably experienced with upper juniors and remedial. Overseas teaching experience also desirable.
The school has a young and dynamic atmosphere with 80 students of all nationalities of children aged from 4 until 12.
Two years contracts, benefits, medical insurance, single flat, private accommodation and travel paid once a year.
Present salary 23,000 swiss francs pa + frank, in cash after all deductions.
Entrance: 20 September 1984.
Letter of application, C.V. a recent photograph and current referees be forwarded immediately to the headmaster Mme Moen, Ecole "Le Carrefour" 1844 Villars - Switzerland. (54464)

SICILY

young Graduate required to teach ENGLISH LANGUAGE to Italian students.
Apply with full details and photograph to The Academy of Languages, Viale 2X Sotto Corso 179 - Catania (Italy). (55678) 460000

MALAWI

CHRISTIAN TEACHERS URGENTLY NEEDED
For two Anglican secondary schools in rural Malawi, both boarding. Vacancies in Maths, English, Physical Science and Home Economics to O'Level standard. Experience of graduated preferred but newly qualified graduates considered.
For details contact: Personnel Department, USPG, 15 Tufton Street, London SW1P 3QQ. (53575) 460000

TURKEY

Teachers of English with certificate. Accommodation, satisfactory salary. Enclosing curriculum vitae with a recent photo, write to CADEM, Sakl S.T.T. Cad., Kiseli-Turkey. (6720) 460000

ZAMBIA NATIONAL TRAINING MANAGER - ACCOUNTING. Leading international firm of Accountants requires Training Manager to head expanding training programme for exams of certified accountants and for CPE.
For more details contact David F. Pratten. 01-948 3913. (55902) 460000

ROME

ST. GEORGE'S SCHOOL (HMC Independent Day Education, 540 pupils ages 5 - 18 of 65 nationalities) invites applications for the following possible vacancies for September 1984. Candidates must be fully qualified teachers with at least 2 years good experience.
1. Head of Mathematics (Scale 4). Experience teaching Further Maths and Cap'ridge entrance essential, and the ability to organise and lead a strong department.
2. Mathematics teacher (Scale 3 for suitable candidate) to 'O' and 'A' level Maths-with-Statistics. Statistics essential.
3. Teacher of Chemistry to 'A' and 'O' level (Scale 3; suitable applications will also be considered for Head of Chemistry, Scale 3).
4. Teacher of Economics 'A' level with 'O' Commerce and History.
5. Teacher of Geography to 'A' and 'O' levels, preferably with Geology to 'O' level and 'A' level Physical Geography experience.
Teacher of Biology to 'A' and 'O' level.
Letters of application (if in May, Switzer recommended) to the Headmaster, St. George's English School, Via Cassia Km. 16, 00123 Rome, Italy, to arrive by Friday 11th May. Enclose full C.V., telephone number, and names, addresses and telephone numbers of three referees. Interviews in Rome in May 19th - 22nd. (52813) 460000

THE NEWBERRY LIBRARY
60 W. Walton Street,
Chicago, IL 60610

DIRECTOR, CENTER FOR RENAISSANCE STUDIES

The Newberry Library seeks a Director of its Center for Renaissance Studies which, with the co-sponsorship of nineteen midwestern universities, promotes the study of Renaissance and early modern history through the use of the Newberry's international resources in the field. Qualifications: Ph.D. in history or literature or the Renaissance, established reputation based on significant publications; the ability to administer programs, and to write quickly, clearly and well. Competence in textual or archival skills, and bibliographical and teaching experience are highly desirable but not essential.
Send vita and letter of application: Research and Education Office, address as above, by May 15. (55848) 460000

SPAIN

Qualified male and female teachers are invited to apply for KINDERGARTEN/PRIMARY posts for September 1984. Also one post of P.E./GAMES specialist.
Preferably should have experience of or be prepared to work in an open progressive type of teaching situation requiring a high degree of involvement and concern for the individual development of the children.
Apply by letter sending full C.V. and references to: The English Montessori School, Eduardo Vaillo 10, Madrid 23, Spain. (55883) 460000

Administration Local Education Authority

GLOUCESTERSHIRE

CURRICULUM COORDINATOR
Soo under Secondary Heads of Department. Technology. (67539) 480000

BUCKINGHAMSHIRE

COUNTY COUNCIL
AMERSHAM COLLEGE OF FURTHER EDUCATION, ART & DESIGN
ASSISTANT ADMINISTRATIVE OFFICER with responsibility for General Administrative matters. Familiarity with Computer Administrative systems will be an advantage.
Salary: Scale 4 (£6,564 - £7,005) plus £192 Outer London Fringe Allowance.
37 hours per week (0830 to 1700 hours). 460 hours on Friday afternoons.
General details and application form obtainable on receipt of a stamped addressed envelope from:
The Senior Administrative Officer, Amersham College of Further Education, Art & Design, Stanley Hill, Amersham HP7 9HN. (56548) 480000

English Language Specialist for Health programme in Vietnam.

The Swedish International Development Authority (SIDA) has given the responsibility for administering the Swedish programme to the health sector in Vietnam to the International Child Health Unit (Uppsala) and Hifab International AB (Stockholm). The programme is comprising five projects:
- The Institute for Protection of Childrens' Health, Hanoi.
- Vietnam - Sweden General Hospital, Uong Bi
- Yen Hung Rural Health Project
- Central Medical Workshop Hanoi
- Provision of Drugs.

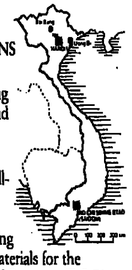
About 40 Swedish expatriate advisors will work within the programme, mainly stationed in Uong Bi and Hanoi. The project language is English. Two expatriate English language teaching specialists are to be employed. One teacher has already been recruited for the post in Uong Bi. We are now seeking an English language specialist for the post in Hanoi.

OBJECTIVES AND DUTIES

The three main objectives of the English training are
- to facilitate the transfer of knowledge between the Swedish advisors and their Vietnamese counterparts.
- to enable Vietnamese staff to extract information from technical, mediacal or specialist handbooks etc written in English.
- to enable staff to make long-term international contacts by taking part in conferences, seminars or training programmes abroad.

The teacher/advisor shall carry out the following duties;
- acting as liaison officer and building up cooperation between the health care projects and the language institutions in Hanoi.
- advising the Institute's board on language training needs and on the objectives for the training programmes.
- systematizing language training programmes according to the guidelines laid down by the Vietnamese Ministry of Health.
- acting as pedagogical advisor to those Vietnamese English teachers - assigned to the Institute.
- assist in organizing classes for beginners and intermediate students in close cooperation with the available Vietnamese teachers.
- organizing intensive courses for Vietnamese staff members selected to take part in training abroad and advising on minimum language requirements for such training.
- setting up a self-study room for Vietnamese staff at the Institute, with appropriate equipment and an adequate supply for relevant training material.
- organizing advanced "language maintenance" courses and seminars both at Uong Bi and in Hanoi in cooperation with the Swedish advisors and organizing special language learning activities for interpreters in the programme.

The two expatriate teachers should liase very closely. They should act as a team to ensure that the aim of handing over the responsibility for the English training to the Vietnamese institutions by july 1985 is achieved.



QUALIFICATIONS

1. Education.
- University degree in Teaching English as a Foreign or Second Language or equivalent.

2. Minimum experience
- A minimum of five years full-time teaching of English as a Foreign or Second Language
- Experience in teacher training
- Experience in producing materials for the teaching of English for Special Purposes (E.S.P.)
- Experience in preparing and administering English tests.

3. Other relevant experience
- Experience of working in a developing country
- Experience of working with Asian students, preferably from Vietnam or South-East Asia.
- Experience of teaching in both extensive and intensive English courses.
- Experience of teaching Medical English.

The position is to be filled as soon as possible. The contract period will be until the end of June 1985.

Please send written application (no forms) with curriculum vitae and names of two referees to Hifab International AB, P O Box 7044, S-103 86 Stockholm, Sweden.

The applications should be postmarked on May 4 th 1984 at the latest. The salary is negotiable. Additional information will be given by Mrs Birgitta Toernstrand or Mr Alvar Andersson.

hifab International

Hifab International AB, P.O.Box 7044, S-103 86 Stockholm, Sweden

The Centre for British Teachers Limited

TEACH ENGLISH IN MOROCCO

The Centre is now recruiting qualified graduate teachers to teach English in Lycees in Morocco. The Centre project in Morocco started in September last year when 80 teachers attended a two-week Orientation Course in Fes or Marrakech before going to their postings in large or small towns throughout Morocco.

PROFESSIONAL AND WELFARE SUPPORT
The Centre provides an extensive back-up service including:
★ full briefings in Britain
★ two week Orientation Course in Morocco
★ In-service conferences and seminars
★ a full-time Welfare Officer available to give advice to teachers and their families
★ assistance with resettlement at the end of the contract period.

FINANCIAL BENEFITS
★ two year contracts starting on 1 September 1984
★ salaries net of tax giving a reasonable standard of living in Morocco and allowing teachers to save
★ marriage and child allowances
★ a tax-free installation grant
★ return fares and baggage allowance

QUALIFICATIONS
Applicants should have:
★ a degree
★ a Postgraduate Certificate in Education
★ a good knowledge of French or Spanish (although only a few postings will be in Spanish speaking areas)
★ MOST IMPORTANT though are qualities of self-sufficiency, adaptability, and a sense of humour

For further information and application form contact:
The Centre for British Teachers Ltd. (T6)
Quality House, Quality Court,
Chancery Lane, London WC2A 1HP
Tel: 01-242 2982 (9958)

THE ENGLISH SCHOOL
Bogotá, Colombia

Requires for September 1984:

1. CHEMISTRY TEACHER TO HIGHER LEVEL

2. COORDINATOR OF LOWER PRIMARY

Write with Curriculum Vitae plus telephone number to:

Mr. Frank O'Reilly
c/o 33 Woodgarth Lane
Worsley, Manchester

Interviews in London or Manchester between 16-26 April. (9957)

ENGLISH LANGUAGE TEACHERS

JAPAN

International Language Centres have vacancies for Teachers in Japan commencing in early July and mid-September 1984. Applicants should hold a Degree or Certificate of Education, plus a formal EFL qualification and preferably have a minimum of two years' previous EFL experience.

Contracts are for approximately two years. The basic salary is 282,000 Yen per month with increments for qualifications and experience. Air fares and relocation paid. Six weeks holiday per annum, plus Japanese Public Holidays.

For application forms and further details apply to:
Personnel Department,
International Language Centres,
8 Cavendish Square,
London W1M 9DD.
Tel: 01-580 4351 (9919)

Education Department
CAREERS SERVICE

Temporary Careers Officer

(SO1) — £7,818–£8,523 plus casual user car allowance.

This position is to provide temporary cover, as a result of an Officers maternity leave from May up to early 1985, at the latest. Applicants should be qualified and preferably experienced; to undertake a full range of duties.

Please quote ref: 5914.

Trainee Careers Officer

Up to £5,286 on appointment, plus casual user car allowance.

Applications are invited from men and women who are at least 23 years of age and have had at least one years experience in suitable employment, i.e. industry, commerce, social work, administration or teaching; and who hold a degree or equivalent professional qualification. The successful candidate will be seconded on salary to an approved full-time course of training for Careers Officers. The appointment will be subject to acceptance on to the course, leading to the Diploma in Careers Guidance.

Please quote ref: G5915

Application forms and further details for both posts from Director of Personnel and Administration, Town Hall, Forest Road, London E17 4JF. (Tel: 01-531 8899 — 24 hour answering service). Please state post(s) in which you are interested.

Closing date: 27th April, 1984.

(9983)

AN EQUAL OPPORTUNITY EMPLOYER
Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status.

Waltham Forest

BOLTON METROPOLITAN BOROUGH

EDUCATION OFFICER
(CAREERS SERVICE)
£12,408/£13,725

Applications are invited for the post of Education Officer (Careers Service). Subsequent to a major review of the Bolton Careers Service this post has been redesignated following the retirement of the Principal Careers Officer.

Candidates must be suitably qualified and have experience at a senior level in a careers service. The Education Officer (Careers Service) will be responsible to the Assistant Director (Further Education/Community Services Division) for the formulation of policy, organisation and development of the Careers Service.

Application forms and further details, which are available from the Personnel Officer, Town Hall, Bolton BL1 1RU (Tel: 22311 Extns. 587 and 6106), should be returned by 27 April 1984. Trade Union Membership is a condition of service.

AN EQUAL OPPORTUNITY EMPLOYER

(9940)

City of Manchester

Chief Administrative Officer

£11,364 – £12,738 pa

Required at the South Manchester Community College.
The South Manchester Community College is a new Group VII college formed on 1st April 1984 from the amalgamation of Fielden Park College of Further Education, Wythenshawe College of Further Education and South Area of Community Education.
This is a senior management post and the person appointed would take an active part in the planning and administration of the college in accordance with the terms of the appointment. The Chief Administrative Officer will be a senior member of the college staff and act as Clerk to the Governing Body and the Academic Board. A copy of the instrument and Articles will be sent to all short-listed candidates.
The City Council operates a Union Membership agreement under which a new employee is required to become a member of a recognised Union. (9926)

Application forms and details from the Chief Education Officer, Education Offices, Crown Square, Manchester M60 3BB quoting Ref E84. Tel No 061 228-2191 Ext 7315.
Closing date 27th April, 1984.
AN EQUAL OPPORTUNITY EMPLOYER

SUBJECT INSPECTOR

(Technical and Vocational Education)
Soulbury Group 7 £13,668–£14,898
Ref: E121

With curriculum and in-service responsibility for both Technical and Vocational orientated education.
Applicants should have experience of senior management in schools or Further Education and/or advisory work and in-service education and should have had some contact with Industry and Further Education either through work experience or link course schemes.
It is anticipated that the successful applicant will have had senior experience in the Craft, Design and Technology areas of education.
Bromley has not been allocated any MSC funding for this initiative, but the Authority has decided that, as this is such an important development it should have a permanent inspectorial post in this field and that initially funds for six schools to start a TVEI programme in September 1984 should be provided.
Application form from Assistant Chief Executive (Manpower), Civic Centre, Rochester Avenue, Bromley, Kent. Tel: 01-290 0324 (24 hour answering service).
Closing date: 27th April, 1984.

London Borough Of Bromley (9924)

Dental Health Education Officer

£7,404–£9,025 p.a. + £623 London Weighting (A&C Scale 4)

This large Health Authority serving industrial, suburban and rural areas requires an enthusiastic person to further develop Dental Health Education programmes in the District with particular emphasis on priority groups within the community.
The postholder will work in close co-operation with the Health Education Department and the District Dental Officer.
Applicants should have teaching experience and previous involvement in Dental Health work. Car owner/driver is required.
Enquiries would be welcomed by Mr B. Hodgson, District Dental Officer, on Hornchurch 52677.
Application form and job description available from the District Personnel Office, Leigh House, Harold Wood Hospital, Gubbins Lane, Romford RM3 0BE, telephone Ingrebourne 49514.
Closing date: 10th May, 1984. (4006)

BARKING HAVERING & BRENTWOOD Health Authority

SHROPSHIRE COUNTY COUNCIL

SENIOR SECONDARY ADVISER

This is a new post and will carry responsibility for co-ordination of Secondary Staff Development and In-service Training.
Salary – Soulbury HT Group 10 £16,008–£17,262
Application forms and further particulars from County Education Officer, Shirehall, Shrewsbury (SAE required). Closing date for applications 27th April 1984. (9890)

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

AREA CONTINUING EDUCATION OFFICER

(North Barwick, North and Wetherby)

Further Education Division

HT7 – £13,023-£14,263

Applications are invited from suitably qualified persons for this important and demanding post. The successful candidate will be responsible for the co-ordination and direction of all Continuing Education provision, including adult education, the youth service and community development within the area.

Further details and application forms are available from the Director of Education, Staffing & Personnel Section, Selectapost 17, Merrion House, 110 Merrion Centre, Leeds LS2 8DT. Please enclose a stamped addressed envelope with request for details.

Leeds is an equal opportunity employer.

Closing date: 14 days after appearance of this advert.

(9969)

EDUCATION DEPARTMENT

An Adviser for Special Educational Needs

Applications are invited from suitably qualified and experienced teachers for the above post available from September. Most of this Adviser's work will be in support of the education of children with special needs in mainstream schools. Salary equivalent Burnham Head Teacher Group 7 plus London Outer fringe allowance.

Further details and application forms from the County Education Officer (Ref JH/16), County Hall, Hertford, Herts.

Closing date for applications extended to: 20th April 1984.

(9939)

Hertfordshire County Council

NORTHUMBERLAND County Council

EDUCATION DEPARTMENT

Area General Adviser

Salary Soulbury Group 9 £15,027–£16,281

Applications are invited from suitably qualified men and women, preferably with experience of education advisory work, for this post to commence 1 September 1984. The successful candidate will co-ordinate the work of a small team of general advisers in part of the county and will take responsibility for one or more of the following curriculum areas:

HOME ECONOMICS
ART
CRAFT, DESIGN & TECHNOLOGY
HUMANITIES

Technical and Vocational Education Initiative

Assistant Co-ordinator

Burnham Scale 4 (£8,754–£11,763)

Applications invited from teachers in schools or further education colleges for appointment to this new post from September 1984 or earlier if possible. Postholder will cover a wide range of duties relating to central co-ordination and administration of the Northumberland project. Applicants should have an interest in general curriculum development and experience in the applications of microcomputers would be an advantage.

For both posts, removal expenses/lodging allowance may be payable. Application forms and further information, foolscap sae, from Director of Education, County Hall, Morpeth NE61 2EF.

Closing date for receipt of completed forms 4th May 1984. (6972)

ADMIN L.E.A. continued

EALING
LONDON BOROUGH OF EALING

EDUCATION DEPARTMENT

PROFESSIONAL ASSISTANT

£11,991 - £13,035 with possible progression after one year to a scale with a maximum of £14,823 pa. inclusive of London Weighting

Applications are sought from Graduates with at least five years successful teaching experience who wish to pursue a career in educational administration at a professional level.

Assistance with relocation expenses will be paid in approved cases.

Please quote reference EH853.

Closing date 27.4.1984.

Application forms obtainable from Personnel Office, Room R204, Town Hall Annexe, New Broadway, Ealing, W5 2BY. Tel: 01-840 1985 (24 hour service). (67192) 480000

NORTH YORKSHIRE
COUNTY COUNCIL
CAREERS OFFICER
Scarborough
£6,264 - £7,896 (£7,191 after 2 years' experience)
To be based in the Scarborough Area Careers Office, which is responsible for the Scarborough, Whitby and Ryedale areas of the County. Applicants should possess relevant qualifications (Diploma in Careers Guidance etc.) training or experience in the Careers Service. Current driving licence essential.
Application forms (to be returned by 2 May 1984) and further details from the County Education Officer, Room 34, County Hall, Northallerton DL7 8AE. Stamped addressed envelope please. (67083) 480000

Administration General

NATIONAL ASSOCIATION OF TEACHERS IN FURTHER AND HIGHER EDUCATION

Requires at its Headquarters in Euston/Kings Cross a

NEGOTIATING SECRETARY

commencing as soon as possible.

The person appointed to this second tier post will be responsible to the General Secretary for a range of matters including preparation of material for policy making and implementing committee decisions. He/she will be in charge of a Department with a wide ranging work remit incorporating teachers' salaries, superannuation and conditions of service. Previous experience in these matters either in the education service or in trade unions would be essential.

Salary will be paid within the range of the Burnham FE Nov VI Scale (currently £10,992 + 4 increments to £16,527 pa basis + £887 London Weighting).

Further details and an application form can be obtained from Ms M. Parsons (Tel: 01-387 6006 (Ext. 45) NATFHE, Hamilton House, Mabledon Place, London WC1H 9BH. The closing date is FIRST POST ON FRIDAY 4 MAY 1984. (67373) 500000

Education Department

CAREERS OFFICER
(Handicapped Specialist)

Post E.398 £8,154 – £8,712 per annum

Applications are invited for the above post at the Area Education Office in Bury St Edmunds.

The post holder will be directly responsible to the Principal Careers Officer, to establish, develop and maintain an advisory and employment placement service to the more physically, mentally and disadvantaged handicapped young people within the County.

Application forms and further details are available from County Hall, Grimwade Street, Ipswich. (Please enclose a stamped addressed envelope).

Closing date: 1st May 1984. (9895)

Suffolk County Council

SENIOR ADVISER – FURTHER EDUCATION £16008-£17262 p.a.

Applications are invited for this senior post for appointment from 1st September. We are seeking a graduate who has teaching and/or lecturing experience in Secondary Schools and/or Colleges, and successful experience as an adviser with both general and specialist responsibilities.
Bradford is a front runner in developing exciting education policies and initiatives, including consortium groupings of schools and colleges, a technical and vocational education unit, the "Mis á Niveau" scheme, community and adult education strategies, and close relations with MSC/YTS developments.
The successful candidate will have responsibility for assisting in the management of the advisory team.
Ref. E1778/4/TES

Application forms are available from the Directorate Personnel Office, Directorate of Educational Services, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP.

City of Bradford Metropolitan Council

We are an equal opportunities employer and welcome applications from candidates of any age, sex, race or disability unless otherwise stated.

EDUCATION ADMINISTRATION

A responsible educator is required to act as number two in a small but very busy education/examination department concerned with qualifications in communications, advertising and marketing.

The position is that of Registrar and responsibilities include registration of students, organisation of examinations, liaising with colleges, maintenance of records and office administration.

Suitable for someone with educational or office administration background, who enjoys responsibility and hard work, and has an eye for detail.

Salary up to £8,000 plus free BUPA, 4/5 weeks holiday, good pension scheme, bonus, season ticket loan and LVs.

Age is not important but rather we are looking for initiative, reliability, enthusiasm and an ability to get on well with people.

Send your CV directly, or write first for further details of the position:

Mrs I. B. Hart
Head of Education Department
CAM Foundation
Abford House
15 Wilton Road
London (Victoria) SW1V 1NJ. (4002)

Senior Education Inspector for Secondary Education

Salary range £16,008 to £17,262 HT Group 10

Applications are invited from candidates with substantially varied and appropriate experience for the vacant post of Senior Education Inspector for Secondary Education.

The Senior Education Inspector will share the responsibility for a team of General Education Inspectors who give advice on secondary education, particularly within the age range 11–18 years.

The Senior Education Inspector will work directly to the Chief Education Inspector and will be expected to take a lead in developing the curriculum, in the provision of an appropriate INSET Programme, in briefing architects on the design of teaching spaces, have the oversight of special projects and be responsible for the management of a group of inspectors.

Application forms and further particulars may be obtained from: The County Education Officer, (Ref. G/ST/V8), Northampton House, Northampton NN1 2HX.

Closing date: 1 May 1984.

Northamptonshire
Education (9882)

The Secondary Science Curriculum Review, a programme of research and development which aims to produce a framework of science courses to meet the educational and prevocational needs of all young people in secondary schools, wishes to appoint an

Information Officer

The main duties and responsibilities will be:

Compile and maintain index of library (books, pamphlets, articles, etc)
Obtain publications as required
Peruse journals and disseminate items of interest
Analyse and summarise examination syllabus content
Implement procedure for recording examples of current educational practice
Provide information concerning Review activities; specialist literature; available resources
Update bibliographic information
Monitor input to computer of a variety of records
Undertake research assignments for team members.

The successful candidate will probably be a graduate and although qualification in a scientific discipline is not a prerequisite an understanding of the educational system in England and Wales, as well as a sound knowledge of science education, is necessary. The ability to identify, collate and present clearly and concisely information on a variety of topics is essential. Ideally, candidates will have some experience of computerised systems; they must have a high level of oral and written communication skills and be able to establish good working relationships.

The appointment will run until August 1986, is based in central London, and offers a starting salary of £8,166 p.a. plus London weighting. Further details and application forms are available from Mrs J. Butler, Secondary Science Curriculum Review, Harford House, 101-103 Gt Portland Street, London NW1 6BH. Tel: 01-636 8762. Completed forms should be returned by 24th April; interviews will be held on 4th May.

(9902)

EDUCATION DEPARTMENT
Careers Officers

Scale 3/5 £6,267–£8,523 p.a. inclusive with bars at £6,762 and £7,632 p.a.
Scale 5 Qualified Careers Officers with a minimum of two years' experience. £7,818–£8,523 p.a.
Scale 4 Qualified Part 1 D.C.G. students. £6,891–£7,632 p.a.
Scale 3 Unqualified applicants £6,267–£7,762 p.a.

Applications are invited from suitably qualified and experienced people for the post of Careers Officer. Officers of the Newham Service are expected to be equally adept in advising employers, counselling and advising young people in schools, colleges and the workplace, and helping the young unemployed.

Preference will be given to applications from officers who have successfully completed Parts 1 and 2 of the Diploma in Careers Guidance.

Further details and application forms from Director of Education, Education Department, 379 High Street, Stratford E15. (Telephone No: 01-534 4545 Ext. 5765). Closing Date: 27th May 1984. (9992)

LONDON BOROUGH OF NEWHAM

LONDON BOROUGH OF HARROW
HARROW COLLEGE OF FURTHER EDUCATION

CHIEF ADMINISTRATIVE OFFICER

Salary: PO1(2) £10,539 – £11,703 per annum plus London Weighting £627 per annum

Applications are invited from suitably experienced and qualified persons for the post of Chief Administrative Officer and Clerk to the Governing Body at Harrow College of Further Education, which operates on three major sites. The College is organised in five academic departments which enrol an annual total of c.13,000 students.

Further information and application form can be obtained from Principal's Secretary, Harrow College of FE, Uxbridge Road, Hatch End, Middlesex, Telephone No. 01-428 0121. Closing date for receipt of applications 3rd May 1984.

HARROW IS AN EQUAL OPPORTUNITIES EMPLOYER (9966)

DORSET COUNTY COUNCIL
WOODROFFE SCHOOL, LYME REGIS
RHODE HILL BOARDING HOUSE

RESIDENT ASSISTANT HOUSEPARENT
(Female)

Candidates must be interested in the education and welfare of up to 85 girls (11–18) who live at Rhode Hill and attend Woodroffe School. An interest in games and leisure activities of all kinds, both indoors and outdoors will be a recommendation. Applicants must hold a full driving licence.

Hours of duty 46 hours per week term time only, consisting of full week-end work and three evenings per week only.

Salary within the Dorset County Council Scale 1 £4,365 by increments to £5,493 with a sleeping-in allowance of £6.63 per night when rostered on duty. A charge is made for accommodation and meals.

Candidates may telephone Mrs Ayers (Housemistress), Lyme Regis 2236 for more details. Application forms from Mrs P. Ayers, Rhode Hill House, Rhode Lane, Uplyme, Lyme Regis, Dorset (sae please).
(Closing date: 18th May, 1984) (9905)

County of Cleveland

EDUCATION DEPARTMENT

Educational Psychologists

(3 posts) £10,497–£14,253

We have three vacancies for fully qualified educational psychologists to be based at REDCAR, MIDDLESBROUGH and HARTLEPOOL. Two of these are new posts created to help meet some of the extra demands made upon our Service by the 1981 Act.
Fully staffed the Service will consist of 18 Educational Psychologists (1 Principal Education Psychologist, 4 Seniors, 2 Specialists, 11 Basic Grade) and 9 Social Workers (4 Senior, 5 Basic Grade) for a school population of just over 100,000.
In spite of the pressures and demands posed by the 1981 Act, Government cuts in public spending and the social consequences of the highest rate of unemployment in mainland Britain, the Cleveland County Psychological Service is as concerned as ever to address itself to the broader issues of applying behavioural sciences to foster the interests of all children, in the context both of school and family. We look for applicants with the commitment and energy to pursue these aims and in return would be willing to consider alternative working arrangements, such as job-sharing, in order to secure the right people.
Informal enquiries may be made to Mike Woode, Principal Education Psychologist, Tel: (0642) 248155, Ext. 3010.

Youth Tutor £7,359–£10,497 Burnham Scale 3

Applications are invited for this post at Norton School Centre, Berkshire Road, Stockton, Cleveland, a well established Youth and Community Centre.
Full use of school facilities (including Sports Hall, Gym and outside areas), a large main Hall and a coffee bar with further development planned.
Applicants should be qualified teachers and have some relevant experience. An interest in outdoor pursuits, Social Education or groupwork would be an advantage.

Assistance with removal and relocation expenses will be provided in approved cases. Temporary housing accommodation may also be available within the county area.

Application forms are available from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, to whom completed forms should be returned by 30th April, 1984.

We are an Equal Opportunities employer. (9980)

Area Educational Psychologist

(2 posts)

Applications are invited for the above posts which will be based in the North & North East of the County of Hereford & Worcester.

Salary: Soulbury Scale £8,454–£14,253

Applicants must have an Honours Degree in Psychology, a Postgraduate qualification in Educational Psychology, a minimum of two years qualified teaching experience, a full driving licence and a car (essential car user allowance will be payable).

Duties to commence: as soon as possible.

Application forms are obtainable from the **County Education Officer, Education Department, Castle Street, Worcester.** (Ref: PER/AJC). Tel: Worcester 353366. ext. 3355.

Informal enquires may be made to the Principal Educational Psychologist, Mr. T. Jellis on Worcester 353355. ext. 3480:

Closing date: 30th April 1984.

Hereford & Worcester County Council. (9911)

ADMIN continued

SOUTH WESTERN EXAMINATIONS BOARD
for the Certificate of Secondary Education.

ASSISTANT SECRETARY (Contract) with specific responsibility for 17+ examinations.

The Board invites applications for the post of Assistant Secretary on a contract basis, initially for three years, with a possibility of renewal for up to a further two years. The Assistant Secretary concerned with development work associated with the examinations at 17+. Candidates should be graduates but there is no specific subject requirement.

The commencing salary will be within the scale £9,945–£12,087 (salary award pending). Further information and a form of application may be obtained by sending a stamped addressed envelope marked "Assistant Secretary" to the undersigned, to whom completed applications should be returned by the 18th May, 1984.

J A Edmundson, Secretary to the Board, South Western Examinations Board, 23-29 Marsh Street, Bristol BS1 4BP. (67376)

Education Psychologists

BRADFORD
EDUCATIONAL PSYCHOLOGIST (TEMPORARY)
£10,143 - £14,253 p.a.
Educational Psychologist required at Woodbottom Centre, Otley Road, Bingley, to cover secondment period September 1984 to August 31st, 1985. Applicants should possess an honours degree in psychology, teaching qualification and minimum of 2 years teaching experience plus a postgraduate professional qualification as an educational psychologist. An essential car user allowance is available.
Ref. E1714/TES.
Application forms are available from the Directorate Personnel Office, Directorate of Educational Services, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP.
We are an equal opportunities employer and welcome applications from candidates of any age, sex, race or disability unless otherwise stated.
CITY OF BRADFORD METROPOLITAN COUNCIL (6583) 560000

LONDON

Inner London Education Authority
SCHOOLS PSYCHOLOGICAL SERVICE
EDUCATIONAL PSYCHOLOGIST (GRADE 1)
Salary Range: £10,431 - £13,146 plus £1,347 London Weighting Allowance.
A post is available for a recently qualified educational psychologist to work in East or South East London from September. The successful candidate will join a well established Schools Psychological Service team working in a single division of Inner London. Appropriate induction opportunities and support are offered. Preference will be given to candidates who demonstrate an ability to respond to changing needs in this area of work.
This post is suitable for job sharing.
2 EDUCATION PSYCHOLOGISTS (part-time and locum posts)
The Authority is establishing a panel of educational psychologists who are interested in part-time and/or locum work. Applications are invited from qualified men and women who would be available to work within the Inner London area on this basis during 1984.
Salary: (LEA Grade 1) or range for educational psychologists will depend on LEA experience.
Application forms and further details are available from the Education Officer (EC7/Estab (IS), Room 5453, The County Hall, London SE1 7PB. Please state which post you are interested in. Please enclose an SAE.
Closing date for the receipt of completed applications is 8 May 1984.
LEA IS AN EQUAL OPPORTUNITIES EMPLOYER. (67089) 560000

Miscellaneous

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
BARNSLEY MUSIC CENTRE
Required for 1 September 1984 - TEACHER/PERFORMER OF CELLO (Scale 3 for suitably qualified and experienced teacher).
Duties will consist of teaching in the Authority's Schools and Music Centres and performing in demonstration concerts. Full time orchestral experience would be a recommendation.
Application by letter (no forms) giving details of Education, Qualifications and experience, together with the names and addresses of two referees to Education Officer, Education Offices, Barnsley S70 2EZ as soon as possible. (55951) 560000

University of London

University Entrance and School Examination Council

General Certificate of Education Examination

The Council invites applications for the following appointments:

CHIEF EXAMINERS
(Two Posts) for June 1986

Advanced Level Dance

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience. Examining experience is essential.

For application forms and further details write to **The Secretary, University Entrance and School Examinations Council, University of London, Stewart House, 32 Russell Square, London WC1B 5DN.** Applicants should enclose a self addressed foolscap envelope. Completed application forms should be returned by 4th May, 1984. (9732)

INDUSTRIAL LANGUAGE TRAINING UNIT
Trainer/Lecturer Grade LII

Ref. CE 362/3

Burnham Scale £7215-£11,568

Trainer/Lecturer Grade LI

Ref. CE 364

Burnham Scale £5649-£9735

+ Inner London Allowance £987

The Unit, part of a national training Scheme funded by the Manpower Services Commission, has recently been relocated to the London Borough of Newham and based in the Chief Executive's Department. The small, highly professional Unit specialises in skills related communications training for the multi-racial work environment, including practical communication training for second language speakers, and Racism Awareness training at all levels in public and private sector organisations; trade unions; police, Government sponsored schemes & Community groups.

The trainers will initiate, prepare and run a wide variety of training courses. They will also play a positive role in developing training strategy and promoting the work of the Unit to its clients. In addition, the Lecturer Grade LII will be required to undertake certain administration duties.

Candidates should have a flexible and imaginative, although practical approach to training and should be sensitive to the issues involved in inter-cultural communication. Ideally, they will have had experience in some of these areas: minority ethnic community work; industrial work; equal opportunities and racism awareness training; cross-cultural and interpersonal skills training. In addition, an ability to speak a minority ethnic language may be an advantage. The Scheme runs a strong in-service training programme therefore applicants from a wide range of practitioners or academic backgrounds are invited to apply.

The Unit also require

Part-time Trainers/Lecturers

Ref. CE/PTL

Burnham Scale IV £10.63 per hour

to assist the Unit Director until Autumn 1984, in carrying out training courses covering work related language skills for second language speakers; advanced communication training and cross-cultural and racism awareness training for a wide variety of client organisations. Candidates must, therefore, have experience in one or more of these training areas.

Hours of work will be flexible between 10 and 15 hours per week.

Application forms are available from the Chief Executive, Town Hall, East Ham, E6. Please quote the appropriate reference number. (9947)

Closing date: 1st May 1984.

An Equal Opportunity Employer

LONDON BOROUGH OF NEWHAM

PRIEST
required to pioneer
ECUMENICAL/EDUCATIONAL MINISTRY
based in a proposed
TEAM MINISTRY in TAUNTON

The three main tasks are:

1. To share chaplaincy work (non-teaching) with the RC Chaplain in a recently founded Anglican/RC secondary school. (This will involve up to 50% of his time.)
2. To pioneer chaplaincy work in the Somerset College of Arts and Technology, a College of Further Education.
3. To share the life of a proposed Team Ministry as a Team Vicar. The priest will be based on a church which has been a well-known Anglo-Catholic centre.

Applicants should be:

Experienced in ministry amongst young people.
Ecumenically committed.
Sympathetic, but not confined, to the Catholic tradition (the team ministry is varied in churchmanship).
Committed to teamwork.

Only in exceptional circumstances will candidates with less than five years in orders be considered.

For further details apply to:

The Bishop of Taunton
Sherford Farm House
Sherford, Taunton, Somerset TA1 3RF (9282)

NORTH YORKSHIRE COUNTY COUNCIL
EDUCATIONAL PSYCHOLOGIST
SCARBOROUGH
Salary £8,454–£14,253

Applicants should be qualified Educational Psychologists with an Honours degree in Psychology, post graduate training in educational psychology and appropriate teaching experience for this post in the Schools Psychological and Child Guidance Service, to be based in Scarborough.

The duties will include work in schools and Child Guidance Clinics, working with established teams. The appointment carries a wide range of responsibility in all aspects of educational psychology, with opportunities for specialism, in a well co-ordinated service well placed to respond to the Education Act 1981. The post will enable the successful candidate to develop professional skills and responsibilities in an attractive, varied County.

Application forms (to be returned by 27 April 1984) and further particulars from the County Education Officer, Room 34, County Hall, Northallerton, DL7 8AE (SAE please).

The Institute of Administrative Management

APPOINTMENT OF

ASSISTANT EXAMINER IN MANPOWER ADMINISTRATION

Applications are invited for appointment as Assistant Examiner for the Institute's Certificate paper, *Manpower Administration*. Examinations are held twice each year, in June and December. The Assistant Examiner is required to mark scripts, attend meetings and assist the Chief Examiner as he may determine.

Applicants should have work experience in manpower administration and be skilled in the preparation and marking of examination scripts at professional level.

If you feel you have the necessary enthusiasm, background and experience, apply to the Registrar, The Institute of Administrative Management, 40 Chatsworth Parade, Petts Wood, Orpington, Kent BR5 1RW, for further information.

TECHNICAL AND VOCATIONAL EDUCATIONAL INITIATIVE
TWO TEAM LEADERS

Salary: £7,215–£11,568

A.T.V.E.I. curriculum development pilot project for the 14 to 18 age groups will operate in Gwent for a five year period from September 1st, 1984. The development is based on a consortium consisting of Pontypool College, five comprehensive schools at Abersychan, Cwmbran, Fairwater, Trevethin and West Mon.

Applications are now invited for two TEAM LEADERS in the following disciplines:

ELECTRONICS
INFORMATION TECHNOLOGY

The appointment will be tenable from 1st September, 1984, to 31st August, 1989. Applicants will preferably have had appropriate experience in industry or Commerce and have taught the subjects to the 14 to 18 age groups. The applicants will be expected to teach for 18 hours per week. Some of this teaching may take place in the vacation periods and on any one of the six sites.

Application forms and further information obtainable from the Director of Education, County Hall, Cwmbran, Gwent, NP44 2XG, on receipt of s.a.e. and should be returned by 27th April, 1984. (9785)

Gwent County Council

MISCELLANEOUS
continued

CAREERS RESEARCH AND ADVISORY CENTRE (CRAC)

INSIGHT PROGRAMME CO-ORDINATOR

Following the promotion of the present post-holder to General Inspector with Birmingham Education Service we are seeking someone with drive and enthusiasm to manage CRAC's major industry-education link project. The job involves leading a team running 'Insight into Management' courses for undergraduates, graduates, sixthformers and teachers in conjunction with Careers Services and employer organisations.

Good salary including a car for the necessary travelling.

Details and application forms from The Director, CRAC, Bateman Street, Cambridge CB2 1LZ. Tel: 0223-354551.

CRAC is an educational charity founded in 1964 and supported by industry, the professions and government. (67195) £60000

Outdoor Education

CORNWALL

EXPERIENCED OUTDOOR INSTRUCTORS
Required for April/May/June by thriving Lake District outdoor centre.
Climbing, sailing, canoeing, hill-walking, environmental and general adventure activities. Must be competent in at least 2 of these areas. Current vacancy for RYA Senior Instructor.

Application forms/details from:- Brian Ridgeway, YMCA National Centre, Lakeside, Windermere, Cumbria LA23 3BD. Tel: (04-8) 31788. (59666) £80000

CUMBRIA

COUNTY COUNCIL HOWTOWN OUTDOOR ACTIVITY CENTRE
HEAD OF MOUNTAIN ACTIVITIES
Applications are invited from experienced teachers able to instruct Mountaineering throughout the year. Candidates must offer expertise in Gaelic or Multi-... and Scottish Winter Certificates and be able to instruct teachers at advanced level. The post will be non-residential. However the successful applicant will be required to be involved in some residential duties.

Rowsley provides courses for pupils and teachers from a broadly-based programme of outdoor pursuits. Candidates should be able to offer appropriate qualifications in at least one others of the major activities undertaken by the Centre, e.g. Sailing, Canoeing and Ski-ing. Salary will be in accordance with Burnham Scale 3.

Further details and application form, returnable by 27th April 1984 from the Director of Education County Hall, Durham on receipt of a stamped addressed foolscap envelope. (67500) £80000

MINERVA OUTDOOR VENTURES specialists in ... for Schools and Y.T.S. Groups. Write to: Ahonger Isaf Centre, Penybryn, Swansea Valley SA9 1GD. Tel: 0639 730782. (57826) £80000

SUMMER SCHOOLS
SPORTS AND OUTDOOR ACTIVITIES

TEMPORARY MANAGERS

PGL provides a vast range of activ residential courses during July and August for young people at 10 centres throughout the UK. We therefore require some energetic, enthusiastic managers to operate the programme, motivate the staff and care for the guests.

Full details and application form from Neil Sinton, PGL Young Adventure Ltd., 850 Aston Rd. North, Alvechurch, Worcestershire B48 7AN. Tel: (0989) 64211. (50541) £80000

Sailing/Canoeing Instructor urgently required April - September 1984 for Christian Centre in North Wales. Must be qualified/experienced.

For further information write to: Robin Addinall, The Ranch Adventure Centre, Llanbedr, Gwynedd, N.Wales. Tel: 034 123 358. (67154) £80000

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English as a Foreign Language

BOURNEMOUTH

RSA COURSES AT ITTC
Time to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs regular 4 week introductory courses leading to the Royal Society of Arts Preliminary Certificate in Teaching English as a Foreign Language.

For details, write to: ITTC, 674 Wimborne Road, Bournemouth or Tel: (0202) 525337. (64409) £60000

BOURNEMOUTH

ANGLO-CONTINENTAL
We have vacancies for qualified, experienced EFL teachers with commencement dates varying from mid-April to late June. Ability to teach Business English, Study Skills and Literature would be advantageous.

For further details please write to Jane Woodcock, Anglo-Continental School of English, 33 Wimborne Road, Bournemouth BH9 2NA. Tel: 0202 27414). (67311) £70000

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TEACHER TRAINER required for graduate vacancy.
Teacher with experience in Teacher Training to help set up and conduct courses for British and foreign teacher of EFL.

Please write, stating full qualifications and experience to Anglo-Continental School of English, 33 Wimborne Road, Bournemouth BH9 2NA (Tel: 0202 27414). (67311) £70000

BUCKINGHAMSHIRE

TEMPORARY EFL TEACHING POSTS

The Euro-Japanese Exchange Foundation requires qualified, experienced EFL tutors from 27th June to 31st August 1984 inclusive at EJEF Study Centre, Lane End, near High Wycombe, Buckinghamshire.

The work involves preparing Japanese ministry and company personnel for post-graduate studies at universities and business schools in the UK.

Please apply, enclosing a curriculum vitae and photograph, by 30th April 1984: The Director, Euro-Japanese Exchange Foundation, EJEF Study Centre, Lane End, nr. High Wycombe, Buckinghamshire. (67066) £70000

CROYDON

Qualified/experienced teachers of English as a foreign language required for ... areas.

C.V. to Euro Academy, 77a George Street, Croydon. (59644) £70000

E.F.L. TEACHERS Qualified and experienced E.F.L. teachers required by school near London for six-week residential courses from June to 16 August. Duties involve teaching and activities supervision. Driving licence essential. Apply with full C.V. to PB 90161, Priory House, St. John's Lane, EC1M 4BX. (59656) £70000

LONDON

Language Studies (Hampstead) requires trained EFL teachers with experience teaching group classes of mixed nationality. Salary according to training and experience.

Send C.V. to: The Director of Studies, Language Studies, 15 Lyndhurst Terrace, London NW3. (59634) £70000

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TEMPORARY E.F.L. TEACHERS
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Degree, TEFL qualification and experience required as well as willingness to participate in after-class programme of sporting, social and cultural activities.

Accommodation and full board provided in addition to salary.

TEMPORARY COURSE DIRECTORS for the above courses also required, with suitable experience and qualifications.

For further details and application form, apply to: Angela Rigby, Director of Studies, Fairtrek International School, 24 Great Chapel Street, London W1V 3AG. Tel: 01-734 9156. SAE. (59957) £70000

NOTTINGHAMSHIRE COUNTY COUNCIL

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Write for details to: The Registrar, Ref. TES14, Nottingham International, Retford, Nottinghamshire DN22 0PR. or Tel: (0777) 706441. (504201) £70000

Teachers/Head Teachers/Course co-ordinators wanted for our Oxford, Ely, South London (Bromley) and Central London centres. Newly qualified teachers welcome.

Tel: (0223) 60555 for details, or write to head office at British Academic Courses, 1 Cathedral Street, London EC4 9DE. (55960) £70000

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LEARN TO TEACH ENGLISH
One week introductory course in EFL, 24 - 27 April.
Full details and application form from Mrs. Ann Fescher Trolinko, 21 Star Street, London W2. Tel: 01-402 9373. (55914) £70000

TEMPORARY EFL TEACHING POSTS
The Euro-Japanese Exchange Foundation requires qualified experienced EFL tutors from 27th June to 31st August 1984 inclusive at EJEF Study Centre, Lane End, near High Wycombe, Buckinghamshire. (67066) £70000

Teachers required for a summer course in Mallorca during the months of July and August teaching groups of Spanish children ages 10 - 17 years.

Good salary and conditions. Please write to Promocion Educative Cultural Internacional, Jaime Ferrubey, 5.-4o Izquierda. Madrid-1 Spain.

Enclosing C.V. and references. (55920) £70000

EF INSTITUTE

EF Language Schools Ltd., are looking for permanent and temporary teachers with TEFL qualifications and good experience in teaching general and/or business English.

Apply with C.V., to:- The Principal, EF English Studies, 64 Hills Road, Cambridge CB2 1LA. (67158) £70000

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Graduate teachers and Directors (with summer school experience) required for our centres throughout the U.K. especially in Scotland, N. West, Yorks., N. Wales, Cambridge, Gr. London, Berks., Surrey and Kent. Some residential posts.

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16th July to 4th August 1984

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HOME TUTORS throughout Great Britain. Personal Tuition Agency, Claudia House, Cheadle, Ches. Tel: 061 428 2251 (24 hours). £77

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BANK LOANS/MORTAGES £500 - £50,000 for homeowners/teachers. Any purpose. Any realist. Free improvements. Fast decisions. Written details. Confidential. EPS Loans, 188 Park Road, Kennington, Ashford, Kent. (0233) 20177 (Evenings) 28169). (57204) £80000

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SCHOLARSHIPS and TRAINING ASSISTANCE
GLAMORGAN FURTHER EDUCATION TRUST FUND

The Mid Glamorgan County Council is the trustee of the Glamorgan Further Education Trust Fund.

The Fund is intended to benefit:

(i) pupils who have for not less than two years at any time attended a County Secondary School in the area of the former Administrative County of Glamorgan or Howell's Glamorgan County School, Cardiff, provided that candidates who have attended Howell's Glamorgan County School have been resident for not less than two years while a pupil at the School, in the former Administrative County of Glamorgan.

(ii) girl pupils who have for not less than two years at any time attended any maintained Primary School in the Parishes of Llantrisant, Pontypridd, Pentyrch, Llanfabon, Llantwit Fardre, Eglwysilan and that part of the Parish of Llanwonno comprising the former Ynysybwl Ward of the former Mountain Ash Urban District with a preference for such girls who while in attendance at any such school were resident in the Parish of Eglwysilan.

The Fund is to be applied with the following objects in the case of pupils falling within categories (i) and (ii) above.

(a) Exhibitions tenable at any training college for teachers, university or other institution of further (including professional and technical) education, approved by the Council, to be awarded under rules made by the Council, including rules as to the value and period of tenure of the exhibitions, and the qualifications, and method of ascertainment and selection of candidates.

and with the following additional objects in the case of pupils falling within category (i) above only:-

(b) Financial assistance, outfits, clothing, tools, instruments or books to enable beneficiaries on leaving school, university or other educational establishments, to prepare for, or to assist their entry into a profession, trade or calling;

Application forms and copies of the rules governing the making of awards may be obtained from a prospective applicant's District Education Office, in the case of prospective applicants from Mid Glamorgan. Prospective applicants from South Glamorgan may apply to the Director of Education, Education Offices, Kingsway, Cardiff CF1 4JG. Prospective applicants from West Glamorgan may apply to the Director of Education, County Hall, Swansea, SA1 3SN. Postal requests should be marked "Glamorgan Further Education Trust Fund Forms" and accompanied by a stamped self-addressed envelope.

Applicants should note that the rules provide that awards will not be made in respect of courses for which the applicant will be on paid secondment or will receive a mandatory grant or a grant from the Department of Education and Science or for which an applicant may expect to receive a discretionary grant from his Local Education Authority, unless there are exceptional or unusual circumstances relevant to the application.

The closing date for applications for awards tenable or payments to be made during the academic year 1984-85 and beyond is 31st May, 1984.

K.S. HOPKINS,
Director of Education

County Hall,
Cathaye Park,
CARDIFF, CF1 3NF

(6978)

Royal County of BERKSHIRE

Education for Racial Equality

Berkshire County Council has recently adopted a formal policy statement on education for racial equality and justice, and has set up an advisory panel of teachers, community representatives and county councillors to monitor the policy's implementation. The Council is making several new appointments in 1984/85, and invites applications for the following seven posts due to start in September 1984:

Community Education
(Two posts)

To help the Authority consult Afro-Caribbean and Asian organisations and communities, and to improve liaison and communication. Experience of community work and liaison essential, and close knowledge of the education system desirable. Salary the equivalent of Headteacher Scale, Group 4, £10,572–£11,784.

Supporting Bilingualism
(Three posts)

To help schools appreciate and build on the bilingual skills and competence of many of their pupils, in particular by co-ordinating the work of teachers to be appointed later. Two of these posts are to be in primary education, one in secondary. Knowledge of Urdu and Panjabi, and teaching experience, essential. Salary Burnham Scale 3, £7,359–£10,497.

Language Studies
(One post)

To assist schools in the development of policies on language awareness and language study, with particular emphasis on positive responses to Caribbean languages and literature. Salary Headteacher scale, Group 4, £10,572–£11,784.

Co-ordination of Resources
(One post)

To promote the development and use of curriculum resources on education for racial equality and justice. Teaching experience essential, Burnham Scale 3, £7,359–£10,497.

Interviews for these posts will be held in the week beginning 21st May. Applications should be returned by 4th May. Application forms and further details available from Director of Education (ES/SS), Shire Hall, Reading RG2 9XE. Please include S.a.e. and say which post(s) you wish to apply for.

Closing date: 4th May, 1984.

An Equal Opportunity Employer.

(6965)

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With MA or equivalent in Applied Linguistics and/or EFL, minimum of 3 years teaching experience and very good knowledge of at least one foreign language. An interest in testing and continuous evaluation an advantage. Post includes involvement in a major programme of 5 week language improvement courses for foreign EFL teachers in a delightful environment abroad in July and August.

Apply soonest with outline of career and address of two referees to the Registrar.

(6965)

The Board of Trustees of the Swiss Mercantile Society Ltd

invites applications for the post of

PRINCIPAL

for its EFL college.

EFL teaching experience, a sound knowledge of German and/or French with administrative experience at a senior level are essential.

Salary is negotiable and will be commensurate with the position offered, including contributory pensions scheme.

Please reply with full cv to:

The Chairman, Education Committee
Swiss Mercantile Society Ltd
Swiss House, 34/35 Fitzroy Square
London W1P 6BP

(6967)

Appointments Wanted

Contemporary European Studies graduate seeks teaching appointment for September 1984.

Write to Mr N. Putnam, Pasbury Lodge, Venny Tedburn, Crediton, Devon. (55879) £70000

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To give you a practical and thorough introduction to the Teaching of English as a Foreign Language in one week.

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Good salary and conditions. Please write to Promocion Educative Cultural Internacional, Jaime Ferrubey, 5.-4o Izquierda. Madrid-1 Spain.

Enclosing C.V. and references. (55920) £70000

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SCHOLARSHIPS and TRAINING ASSISTANCE
GLAMORGAN FURTHER EDUCATION TRUST FUND

The Mid Glamorgan County Council is the trustee of the Glamorgan Further Education Trust Fund.

The Fund is intended to benefit:

(i) pupils who have for not less than two years at any time attended a County Secondary School in the area of the former Administrative County of Glamorgan or Howell's Glamorgan County School, Cardiff, provided that candidates who have attended Howell's Glamorgan County School have been resident for not less than two years while a pupil at the School, in the former Administrative County of Glamorgan.

(ii) girl pupils who have for not less than two years at any time attended any maintained Primary School in the Parishes of Llantrisant, Pontypridd, Pentyrch, Llanfabon, Llantwit Fardre, Eglwysilan and that part of the Parish of Llanwonno comprising the former Ynysybwl Ward of the former Mountain Ash Urban District with a preference for such girls who while in attendance at any such school were resident in the Parish of Eglwysilan.

The Fund is to be applied with the following objects in the case of pupils falling within categories (i) and (ii) above.

(a) Exhibitions tenable at any training college for teachers, university or other institution of further (including professional and technical) education, approved by the Council, to be awarded under rules made by the Council, including rules as to the value and period of tenure of the exhibitions, and the qualifications, and method of ascertainment and selection of candidates.

and with the following additional objects in the case of pupils falling within category (i) above only:-

(b) Financial assistance, outfits, clothing, tools, instruments or books to enable beneficiaries on leaving school, university or other educational establishments, to prepare for, or to assist their entry into a profession, trade or calling;

Application forms and copies of the rules governing the making of awards may be obtained from a prospective applicant's District Education Office, in the case of prospective applicants from Mid Glamorgan. Prospective applicants from South Glamorgan may apply to the Director of Education, Education Offices, Kingsway, Cardiff CF1 4JG. Prospective applicants from West Glamorgan may apply to the Director of Education, County Hall, Swansea, SA1 3SN. Postal requests should be marked "Glamorgan Further Education Trust Fund Forms" and accompanied by a stamped self-addressed envelope.

Applicants should note that the rules provide that awards will not be made in respect of courses for which the applicant will be on paid secondment or will receive a mandatory grant or a grant from the Department of Education and Science or for which an applicant may expect to receive a discretionary grant from his Local Education Authority, unless there are exceptional or unusual circumstances relevant to the application.

The closing date for applications for awards tenable or payments to be made during the academic year 1984–85 and beyond is 31st May, 1984.

K.S. HOPKINS,
Director of Education

County Hall,
Cathaye Park,
CARDIFF, CF1 3NF

(6978)

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May
4 English
11 Mathematics
18 Reference Books
25 Computers in Education

June
1 Art & Craft
8 Childrens Books II
15 Home Economics
22 English as a Foreign Language
29 Reading

July
6 Music

Sept
7 Travel
14 Special Needs
21 Science
28 Travel

Oct
5 Craft Design & Technology
12 Video
19 Mathematics
26 Modern Language Teaching

Nov
2 Computers in Education
9 English
16 Children's Books III
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